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ABSTRACT

The 17 papers in this booklet were presented at meetings of 7 sections within the Division of Serving the General Public: (1) "Overcoming Illiteracy and Public Library Social Functions Development" (Slava Matlina, USSR); (2) "Impact of Economic and Political Change upon Public Library Services" (E. S. Ponomaryova, USSR); (3) "The Public Library and Political Change" (Arthur Curley, USA); (4) "The Impact of Political and Economic Changes upon Public Libraries in Czechoslovakia" (Peter Klinec, CSSR); (5) "Children's Reading, the Children's Library in the Culture of Society" (Yu. Prosalkova, USSR); (6) "Cultural Heritage through Literature" (G. L. Tsesarskaja, USSR); (7) "Guidelines for Library Services to Deaf People: Development and Interpretation" (John Michael Day, USA); (8) "Library Service for Multicultural Groups in Dutch Prisons" (Frances E. Kaiser); (9) "Soviet Book Lovers for Disadvantaged Persons" (Sergei Shuvalov); (10) "Library Servicing of the Blind in the USSR" (A. D. Makeyeva); (11) "Assisting Library and Bibliographic Services to the Blind and Vision Impaired" (K. B. Imanova, USSR); (12) "Library Services for the Blind in Lithuania" (Jadvyga Kuoliene, Lithuania); (13) "'Kussaq' (Non-Native) Thoughts on Native Libraries" (Gordon Hills, USA); (14) "Library Service for the Sami Population" (Anneli Ayras, Finland); (15) "Library Service for the USSR Multinational Population" (I. K. Nazmutdinov); (16) "The Main Activities of the Central Collector for Research Libraries" (A. P. Kuznetsov, USSR); and (17) "Mobile Library Services for the Nations of the USSR Extreme North" (G. V. Maksimova and E. V. Nebogaticova). (MAB)

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57th IFLA GENERAL CONFERENCE MOSCOW, USSR 18–24 AUGUST 1991

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BOOKLET 3

DIVISION OF SERVING THE GENERAL PUBLIC

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Overcoming Illiteracy and Public Library Social Functions Development

Slava Matlina
Senior Researcher, Lenin State Library of the USSR, Moscow

According to the decision of Unesco, 1990 was proclaimed the International Year of Literacy. The discussions and meetings held within the framework of the Year, brought to light a number of problems, which were previously never examined.

The main problem is the comprehension of illiteracy as of a constant with which society and all its different social institutions, including libraries, have to deal with all the time. The understanding of illiteracy and the methods for overcoming change, but the objective is immutable. That is why this facet of library activity shows up the evolution of its social functions.

On the face of it, any discussion of the problem of illiteracy in the last decade of the 20th century, as applied to the civilized world, seems strange. For example, you can read in any text-book, which deals with the history of the USSR, that illiteracy in our country was fully eliminated in the early 30s. To this day literacy is interpreted, not only by the layman, but by some scientists too, as the level of schooling, which is necessary for people in order to adequately function in society.[1] This narrow interpretation attaches a sedondary importance to library activities and leaves them, say in comparison with the school, the role of a natural participant in the process of overcoming illiteracy.

From time immemorial, the harmonious development of the personality was regarded as the super-object of tuition. The concept "literate man" concentrated in itself different aspects of his activity, and was, at the same time, viewed as the first step toward learning, to the development of intellectual and ethic culture. In this sense the role of the public library is unique. It appears simultaneously as the keeper of man's memory, i.e. the book riches, and it holds the instruments for making them readily available to the population, and, finally, organizes interpersonality communication of users, which appears as a separate cultural value. Here we use the triad "literacy — learning — culture" in the capacity of key concepts, revealing through them the content of the activity of the public library at differnt stages of its development.

Immediately after the October Revolution of 1917, the new system put forward the elimination of illiteracy, regarding it as the most important political objective. Public libraries contributed to the decision of this problem through their educational function was frequently understood and realized much too literally. For example, in a village the librarian, one of the representatives of the local intelligentsia, frequently taught adults to read and write. In other situations, libraries did not replace the school and acted in cooperation with the units for the elimination of illiteracy, which were created everywhere. On teaching a group of people to read by syllables, the units passed the group on to the library. The library would then begin to advocate books and reading among the new literates. With this aim in view, librarians organized "loud readings" and talks, and mock trials of those who did not with to read books or who handled them carelessly.

Undoubtedly, the activities of units for the elimination of illiteracy[2], of "cultural armies", and of extraordinary committees, which endeavoured to cover the largest number of people possible, took on the quality of a cavalry attack. This affected the content of the reading interests of the users of public libraries in the first post-Revolutionary years.

Even in a large city, where the percent of yesterday's illiterates was much lower than in the rural districts, the range of demands was rather limited. The readers of scientific literature mainly showed interest in such subjects as the "mysterious phenomena of life" (the origin and development of the Universe, life on Earth), which were connected with the wide atheistic propaganda conducted throughout the country. The readers did not show serious interest in mathematics, biology, astronomy, physics and chemistry, i.e.in basic knowledge. On the whole, workers demanded books of an entertaining nature "about the wonders of techniques".[3]

Factories and other enterprises aimed to develop the scant interests and raise the level of uneducated readers. Thus such "intelligible" forms as "reference stands", "windows of advanced references" which contained answers to the most diverse questions, were widely spread in the cities. The themes of these stands reflected the sphere of vital interests of the working class, from the ABC of Marxist theory to practical advice as to how repair a house.

Yet another aspect of activity of the public library, which has not been fully appreciated to this day, should be mentioned. Interpersonality communication, which later became a separate method of overcoming illiteracy, was realized within the walls of the library. In conditions of mass migration of peasants to the city, the library with its locally structured environment, became for the neophyte an adaptation niche. It was not embarassing for him to confess here that he did not know how to use a manual or that he failed to understand something in a text, etc. Interacting with the librarian and

other readers, the participants of discussion groups and members of different hobby circles, these uneducated people mastered the most simple cultural norms and manners. We have in mind here such things as orthoepic rules, manner of dressing, the restraining of mimicry and gestures, to say nothing of the assessment of the content of this or that book.

This social-adaptation function is mentioned in memoirs and novels the heroes of which were librarians of that period.

The greatest educational effect of library work is identified with the recommendation of literature. Critical thinking with uneducated people was developed through their reviews of the books they had read, collective discussions of books and mock "trials" of the personages. However, this line of activity revealed a disturbing symptom for even when recommending the finest models of world literature, the librarian was obliged to depart from the thesis if the "class" consistency of the book since in the reader's mind it was identified with the artistic demands made of the book.[4]

In library documentation, pertaining to the 20s, we frequently encounter demands "to clean library stocks" and remove from them "ideologically harmful books". The struggle with illiteracy was reduced to the "reforming" of man, which meant that everything that was not directly connected with the development of the new consciousness, everything that served the so-called "abstract humanism", had to be removed. This led to the substitution of concepts. Enlightenment, which was always peculiar to the Russian intelligentsia, including the pre-Revolutionary library community, was mostly enlightment of a political order. Instead of directing their efforts to the all-round development of the personality, the enlighteners strived to bring the masses "class" learning.

And though the elimination of illiteracy raised the level of knowledge of thousands, a development which played an important role in the destiny of the country, in the long run it led to the simplification of culture.[5]

From the distance of many decades, we see the sources of the myths, which have for long taken root in mass consciousness: the priority of the ideological function of the library over all the other ones, the most "reading" country in the world, the direct dependence of education on the level of "reading culture", etc. In the 20s the contradiction between the objectively prescribed educational and tuitional functions of the public library and the strictly normative approach to their realization appeared and later redoubled.

In the post-war period, through the 60s to the 70s, when sociological research of reading and librarianship, which give the necessary material for analysis, was revived, much was done in this direction. These years were marked by the consistent and extensive development of libraries, the growth of readership and the issue of books. All these developments were followed by the improvement of the leading characteristics of reading: the diversity of its motivation, the increase of the volume of reading and its diversity. Here we mark impressive positive advances as compared with, say, the war years.

However, let's analyse more carefully one of the most profound multi-aspect research projects: "The book and reading in the life of small towns" (1969-1971). The findings of this study show that the majority of readers lack stable interest in special literature. While registering the general popularity of fiction with the population, the study revealed that the literary and artistic interests and tastes of people of different categories, including those with a higher education, were underdeveloped. When assessing the merits of books, they are mostly concerned with their genre and plots and the themes they consider and not with the language or the literary style of the author. In this way they assess not only the works of contemporary authors (their circle is limited to authors who are officially recognized and whose books are printed in multi-million runs but classical literature, too.

Against the background of eulogy, addressed to the Soviet reader, and statements about his high prestige and advancement, the commentary which was given in a foot-note, is particularly interesting. And though it spoke of the spectator, it doubtlessly implied the reader "who does not put the aesthetic criterion into the foreground as educated people do".[6] This leads up to the conclusion that education has weak impact on the content of reading, and only the polar differences between elementary and higher education (the lowest and higher levels) make themselves known.

The uncapability to adequately appreciate and estimate a work of fiction is one of the signs of functional illiteracy. As is generally known, aesthetic illiteracy ranks, and is closely bound up, with political, legal, ecological, etc., illiteracy. In the early 70s, this could not be openly stated, though in many developed countries this problem was regarded as one of the most socially important ones. The library community in our country was forced to view the issue locally, in isolation from the actions of other educational institutions and interpret it only as the "raising of the level of reading culture". Such an approach to the overcoming of illiteracy was not more than a palliative and was, from the start, condemned to inadequate effectiveness.

At the same time libraries did much in the way of raising the reading culture of users. In the 70s the complex of forms, used for the selection and assessment of "worth-while" publications and of topical issues and questions (alas, foremostly from the stand of politicoeducational objectives), continued to develop. The system of recommendatory bibliographical aids crystallized and the wide spreading of library and bibliographic knowledge was noted. It was not without reason that librarians viewed these two developments as important means of drawing people into the sphere of book and information culture. According to library specialists, tuition should cover the population at large, beginning with children of pre-school age and ending with structures concerned with the retraining of personnel. Together with the steady rise in the volume of conventional forms of book propaganda: disp-

lays, reviews, lectures and bibliographic references, there appeared new forms with an emphasis on tuition. To these forms belong universities of library and bibliographic knowledge, bibliographic games and quizzes, etc.

It would seem that the instructional and educational functions were being developed and fully realized. However, the contradictions between the necessity of their realization and actual library practice became deeper as time passed. The period-through the 70s to the early 80s — was marked by a number of reforms, which were of an obligatory nature, such as the centralization of the network of public libraries, the transition to a new classification intended for the collections and the reference-bibliographic system; the organization of rooms of scientific and technical information in village libraries, etc. Without wishing to deny some positive aspects of these arrangements and measures, we must, nevertheless, note that all these regulated innovations objectively compelled the libraries to shift the stress from substantial activities to those of an organizational nature.

Along with the ideological function, which was always the leading one, information activity also found its place among the priority functions of the library. However the information function was realized very narrowly. In the main, information activity was limited to the satisfaction of "business" needs, i.e. needs connected with professional or social activity (the party, trade-union, deputy duties, etc.) of the user. All his other interests in fiction or popular science literature, connected with his hobby, family, everyday life, etc., were viewed as secondary elements of small importance. In such conditions it was impossible to speak of the harmonization of the personality as of the manifestation of the highest level of literacy. Moreover, at that time book collections which lacked alternative sources of replenishment became poorer and poorer. The professional press sternly denounced the attempts of some librarians to change the sterile book/library environment by the "means of entertainment" (criticism of so-called bourgeois concept "the library as a cultural-social centre").

The disregard for the realistic interests of users in combination with the "taboo" of different themes and names of authors and the unrestrained propaganda of officially supported authors led to the narrowing of the circle of public library users. The library was mostly used by those people, who needed books for their work and education. Surveys, conducted in that period, revealed a surprising phenomenon: the uniformity, well-nigh twin-like similarity of libraries, located in different regions of the country. The topics of propaganda and its different forms proved to be identical. As regards the latter, it was discovered that only in a few cases did the libraries use means, which were oriented toward the active participation of users: book discussions, evenings of questions and answers, etc.[7]

Any attempts to break away from the fixed pattern of activities at times led to dramatic collisions. A case in point, is the fate of clubs of popular-science literature fans, which were in 1984 closed down throughout the country for ideological reasons.

Despite the campaigns for recruiting readers from different strata of society into the library, the latter mainly oriented itself toward users with a relatively well-developed taste for reading. This was a step back as compared to the previous periods, when the main subject of the library's concern were those, who wanted to become literate and raise their educational level.

The afore-mentioned tendencies can be observed even today in spite of the social progress. The material and technical base of libraries is worsening, commercialization of culture is growing, and the crisis in book publishing and book provision of libraries is deepening. Factors of an inner order, connected with the traditional conservatism of library workers, also have a certain effect. To all this we should add the absence of reliable data on the level and quality of literacy of the population with due regard for national, regional, age and other factors. The libraries are moving forward more intuitively than consciously and this means — unpurposefully.

Of course, certain corrections are introduced thanks to the local data provided by the sociologists. For example, the examination of informal relations in the Soviet Army revealed that a part of the soldiers, graduates of general and technical schools, cannot read fluently, they do not know how to use a telephone and lack even basic knowledge of astronomy and geography.[8] As a rule it is precisely these young people, the "difficult" juveniles of yesterday, who perform cruel and violent actions against their comrades.

The press abounds in articles-investigations of accidents, catastrophes, large and small "Chernobyls", which come about through incompetence and lack of professional skill. In these cases the culprits are mostly people with a higher education and even those who have degrees. It has become quite a tradition now to point out in these articles that there exists a direct interdependence between functional illiteracy, the low level of legal, political, and ecological culture and the morality level of the individual. In this way, after half a century the simplification of culture makes itself known in the aggravation of inter-national conflicts, growth of criminality and general irresponsibility. In the current socio-cultural situation the overcoming of illiteracy represents not so much an educational category as a moral imperative, a condition of survival of society.

What can the public library do in these conditions? It would, of course be too naive, to regard it as the outpost in the struggle against illiteracy. Nevertheless, in spite of the pessimism of some of our colleagues, we hold that the library can accomplish the following countervail negative processes, evoked by illiteracy in the contemporary meaning of the word, localize these processes in its own way and reduce the destructive consequences.

The lessening of the heavy ideological pressure, the lifting of the ban on many themes and names, and the efficient realization of the right of the libraries to select the major priorities themsel-

ves without any prompting from the authorities are all factors which will make it possible to approach the performance of the traditional functions of enlightenment in a new way.

The overcoming of illiteracy is realized by the public library through the development of critical thinking, the capability of reflexion, which prevails over affective consciousness, i.e. through the personality approach to the individual. This approach is realized differently in different situatuons. Wishing to recruit "difficult" teenagers, the library should proceed from their interest in rock music, different kinds of sports or religious leanings. It was in this way that the book displays "The Obsession of the 20th Century" or "Rock around Tver", the central elements of youth festivals, came into being. These arrangements combined meetings with rock musicians and music critics with discussions; reviews in the press with the playing of new discs and the opportunity for the youngsters to record the melodies which caught their fancy on their own cassettes (experience of the Central Library of the Tosnensky District (Leningrad Region) and the Tver Regional Library). Other arrangements, involved with the popularization of the public library, can be the participation of actual and potential young users in the festival of Krishnaites, a part of which is represented by the story about the sources of the Krishna doctrine, the display of publications and demonstration of slides (Bolderai Library-Club in Riga).

The "difficult" juveniles prefer video-films to books and the library invites them to visit its video-hall. The films are selected in such a way that they will be interesting both for adults and juveniles and will stimulate a fervent discussion of political, ethic, historico-religious issues (Penza Regional Juvenile Library, Petrovskaya Central Library of the Stavropol Territory). The overcoming of illiteracy and the lack of culture in all the afore-mentioned situations cannot be realized through the immediate and compulsory adoption of systemic reading. The latter is regarded as a super-object, which cannot be deliberately achieved by the librarian. At the given stage it is more important to teach teenagers to listen and to hear one another and the interesting people the library invites to give talks, deliver lectures and in general communicate with the young users. They should learn to express and formulate their thoughts, both orally and in writing (through participation in discussions and reviews and suggestions addressed to the organizers of these programmes). The initial guide-lines for the adoption of cultural norms and models are created through the habit of using the library, the change of the mode of thinking, and the perception of oneself as of an unique personality and not as a part of a group.

Another way is identified with the elimination of illiteracy interpreted as the loss by different strata of society of such values as social ties, historical memory, as marginal thinking and behaviour of people "without roots".[9] This method can be most effectively used in the field of local history. The revival of this work, which was forcibly interrupted in the end of the 20s, came as a result of the growth of national consciousness, that was awakened by social changes. Yesterday's executive of the decisions of other people begins to comprehend his personal association with the past and present of his "little Motherland" or the place where he settled down many years ago.

In cities and in small settlements particularly, it is precisely the libraries that are becoming the main organizers of the study of local history, and that was the way it was in the first post-Revolutionary years in Russia. This type of research implies not only the gathering, storage and propaganda of documents, but retrieval and investigation, too. Together with the local intelligentsia, the school and professional historians, libraries organize the search for factological data, ancient utensils, model of folklore and the like, encouraging both adults and children to take part in this work. The results of this activity are local "Books of Memory" about the villages of Non-Chernozem Russia, which have disappeared forever, the restoration of names of those local inhabitants, who were repressed in the years of Stalin's rule. Libraries set up historico-ethnographical museums such as "Life of the Novgorod village", "The main room in a Tver peasant house", "The Chusovaya River", "A Cossack's Dwelling" etc. (Novgorod, Tver, Perm, and Rostov Regions, the Stavropol Territory).

Local history frequently becomes the base through which the public library sets up contacts with different social movements and associations of an informal nature. Along with different forms of informatic support, the library organizes meetings with the population, discussion evenings of questions and answers. We can seriously regard this line of activity as one of the forms of overcoming illiteracy; the libraries render assistance to non-professionals — politicians, ecologists, researchers of local history, etc., with the aim of raising their competence the culture of polemics, of turning the spontaneous "meeting" element into a dialogue of people with different views.

Among the non-State structures, the church appears as a new and extremely active partner of the library in the educational sphere. Due to it, social collections in many libraries have been replenished with religious literature, which it is impossible to acquire through conventional book-supply channels, in spite of the fact that the population at large shows great interest in it. First of all it is the Bible. For the first time in many decades the libraries have been given the opportunity to fill the gaps, even if partly, in the education of people belonging to different generations, who have come to understand that together with the Bible a whole layer of world culture was lost to them.

The forced illiteracy of "militant atheists" is being overcome with the help of historico-elucidative projects. One such project, the display "1000 Years of the Russian Book", deserves special mention. The display was organized in Volokolamsk (near Moscow), where it was shown for two weeks (February — March, 1991). It was organized by the central district library of the city jointly with the Department for Publishing of the Moscow Patriarchate and some other cultural institutions. The display was accompanied by the showing of films and plays; by concerts of church music; meetings with

distinguished writers, critics and publishers. The display and other cultural arrangements, were addressed not only to the adults and children separately, but to families.

The family is an integral organism, the main source of communication of social experience, the organizer of the initial acquaintance of the child with culture and for the first time within many decades it has become the subject of the elucidative activity of the public library. Hitherto children's libraries and libraries for adults worked on parallel lines yet automously.

The disunion of "fathers and sons", which alarmed society, compelled libraries to break this scheme, and a new type of library, the library of family reading and family communication emerged. Children are attracted to culture, including the culture of reading, with the help of parents and vice versa — the children take the grown-ups with them to the library.

These libraries prganize the playing of new discs of fairy-tales, intended "for grannies and their grandchildren", puppet shows for local residents, literary and musical collages, and folklore concerts with the active participation of adults and children.

All the programmes are compiled in such a way that they are equally interesting for the young and the old. In one case it is Interfamily competitions in such fields as letter-writing, knowledge of etiguette, in another case it is sessions of gourmands or pet-lovers, in a third case it is hobby groups for knitting, embroidery, modelling of toy airplanes and even the study of foreign languages. The latter are organized on the basis of original methods, which are simultaneouly intended both for adults and children. Libraries also conduct psychological training sessions for parents and offer consultations of lectors and pedagogues (the experience of libraries in Riga, Moscow, Tula, and Stavropol).

We have deliberately discussed innovatory directions in library work and not only because today the libraries have turned to other categories of users or because they are now concerned with quite different themes and aspects of work. In our opinion innovation here is identified with the attempts to overcome those aspects of illiteracy which are particularly striking today: ignorance, lack of culture, inaptitude for inter-personality communication. All this in the long run leads to immorality. The traditional library which users associate with stacks and quiet reading halls, cannot, of course, cope with these problems.

The logic of development of the public library calls for the constant renewal of the content of its work and the extension of its audience. The intellectuals, who constantly need to enrich their knowledge, and those, who are, to a lesser degree, connected with books and information culture, should, undoubtedly, remain within the library's readership. Earlier we endeavoured to show that library practice through the 70s to the early 80s had managed to create a satisfactory base for the service of readers of these categories.

However, in the age of triumph of visual means of information, the "domestication" of leisure and partly of production activities (through the use of PC), for broad sections of the population, the public library is attractive mostly due to its other aspects and functions. First of all it is its role of organizer of inter-personality communication, which combines in itself elements of cognition and amusement. Regular contacts of people, which are based on their familiarization with a vast file of publications that are limited by any ideological bans, the opportunity to freely choose the needed books and critically assess them, that is contacts which are based on educational and intellectual enterprise, create the setting for the consolidation of society.

The recognition by the library of its predestination invariably leads to the synthesis of traditional and new lines of activity. Educational problems are solved through the social-adaptive, recreative hedonistic and other functions. The library alternatively turns into a club, theatre, concert hall, and museum. In other words it plays the role of a cultural-social centre. This mobility of the public library, its readiness to serve those who show a particular need for the mastering of spiritual values, represent the pledge of success in the overcoming of illiteracy.

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Impact of Economic and Political Change upon Public Library Services

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Libraries are in the possession of a great spiritual potential and their mission consists in meeting the needs of the society, in the utmost encouragement of progress in all its spheres: education, culture, science, industry. Society with all inherent processes influences library activities. This influence is manifested in carrying out various socially significant tasks characteristic of this or that concrete historical period. Perestroika and renovation of socio-economic, political and spiritual life, orientation on human values, humanization of all aspects of life, preservation and mutual penetration of original national cultures directly influence the development of librarianship.

It is well-known that in this country a large network of libraries of various types possessing rich collections and bibliographic resources has been developed.

But the use libraries make of their resources is not effective enough. In recent years negative tendencies testifying to the decline of the role of libraries in the life of society, the drop of their prestige have emerged. These processes are manifested in the slump of growth rates, of the use of library resources and other dimensions. The socio-cultural aspect of library activities ceases to meet the needs and expectations of the public. The real state of things is very far from traditional stereotypes. Thus, though this country has gained one of the leading positions in the world as far as the number of libraries and the amount of their collections are concerned (326 thousand libraries and 5.6 billion entries), it can not boast of the effectiveness of their usage. This can be partially explained by the fact thet real needs of library users have not been the main criterion in the provision of various branches of knowledge and industry with the sufficient number of libraries and the adequate book stock.

The excessive centralization of library management, actually depriving every library of the opportunity to choose the priorities in its activities and the reader of the opportunity to directly influence the content of library activities and the array and quality of services, has caused negative consequences.

Directive methods have resulted in sharp contradictions between library practice and readers' needs, the demands in new technology and limited material, technical and financial resources, between growing amounts of collections and the low effectiveness of their use, between the great social significance of libraries and low payment of library personnel, their poor living conditions.

Limited accessibility of collections of large libraries for a considerable part of the public has resulted in unequal possibilities of using their resources by various social groups and national communities. On the other hand, the usage of collections has slumped. At the same time the popularity of libraries has sunk due to the lack of books in demand in libraries accessible for general public. This can be explained by a number of reasons. The present book distribution system fails to supply libraries with necessary publications. Libraries of union and autonomous republics have a small number of books in national languages, especially those required by national and language minorities.

Glaring contradictions deterring the development of librarianship failed to be settled timely. We cannot neglect the fact that the results of soviet and foreign library research have failed to be systematically and fully introduced into practice. As a result, libraries have appeared unprepared for the deep changes taking place in society. Setting up new conditions for the functioning of libraries, these changes make new demands for library service concerning both its organizational forms and the aims and methods of their implementation. It has become quite urgent to take measures that will facilitate perestroika and renovation, help to determine the strategies and tactics of the library system development for the naxt years and the more remote future. The basis of this renovation should be laid in the new concept of librarianship and in the adoption of the new statute on librarianship as the basic document in the renovated system of the legal provision of librarianship. We are faced with the necessity to reconsider and revise many aspects of librarianship. In the first place it is necessary to lay foundations for a new integral image of the library, its place and role in society and its possibilities from the users' point of view. The main features of the new image of the library, as we see it, should be embodied:

- in its *importance* as a social institution;
- in the *humanistic direction* of all its activities, first and foremost of serving readers in accordance with their real needs and demands; orientation on human values and not on ideological dogmata;
- in *democratization* of library services, granting to various social strata of equal rights for the use of library collections, the creation of conditions for a free choice of necessary information sources and services;
- in the *diversity* of its organizational forms, in the independence of libraries in carrying out library politics on the basis of their own programmes with regard for the local conditions;
- in the *provision* of the maximum availability of information which implies the increase of the number of libraries open to general use, introduction of new information technologies, legal provision of the principle of availability and other measures;
- in *qualitative and quantitative expansion* of library services on the basis of automation and the use of market instruments.

The process of democratization of social life in the counry, the reform of the national administrative system caused the revision of the library administrative system. Spheres under jurisdiction of central bodies have twindled; local soviets and libraries themselves, as well as professional unions are getting ever wider powers.

The main functions of all-Union and republican administrative bodies are concentrating upon the elaboration of strategic tasks of library construction, working out concepts and guidelines for the development of librarianship and setting up basic long-term standards. Problems concerning interdepartmental co-operation of branch library systems and the transfer to the modern level of library automation remain within the jurisdiction of central administrative bodies. The main function of federal bodies consists in the financial provision and legal protection.

There is a growing tendency of integration of library associations and other professional unions and reader community into the library administrative system. The number of independent library associations and unions with alternative programmes is increasing. At the same time with the emergnce of regional, branch and departmental societies and associations the Federation of library societies and associations of the USSR is being established. The associations strive for drawing the attention of the public and local authorities towards the most burning problems of libraries. They are trying to find new ways of procuring additional financial resources and provide, within limits of their possibilities, social protection of librarians. Thus, a real process of transition from the party-and-state to the public-and-state administrative system has begun.

The reconstruction of economic management on the basis of new economic methods and the transition to market economy can not but influence the library system of the USSR in different ways. The establishment of market relations in spheres connected with library activities,the rise of fees for library services cause the necessity of the application of market instruments and elements of economic selfmanagement in libraries.

In the present economic situation federal allocations remain the main source of library budget, of library personnel payment. Public libraries are facing serious financial problems, budget deficit is increasing. The increase of allocations on library needs fails to keep pace with advancing prices on printed matter, on library equipment and technology. Thus, the application of market principles in book-publishing and the book distribution system has brought to a leap of prices on books and, consequently, the number of new acquisitions of libraries is reducing.

Libraries are introducing elements of economic self-management into library service, they charge fees for new, non-traditional services. In search of alternative income sources public libraries study the experience of France, USA and Great Britain and make use of it. At the same time the princilple of free library service as an indispensable condition of the provision of accessibility of libraries remains the fundamental basis of the Soviet library system. Therefore library policy is aimed at the provision of guarantees against the reduction of free services and their replacement by fee services, at the future expansion of free service.

Perestroika is connected with the renovation of all aspects of socio-political life. It brings serious changes into the socio-cultural environment where libraries are incorporated. The social process in libraries is characterized by the extension of democratization of social and cultural life, by higher degree of political activity, by the expansion of openness and publicity, by the rise of significance of human personality in all complexity of its inner world, its needs and demands, by the rise of national self-consciousness. More intensive spiritual life, the need in direct communication, in the active participation in cultural life, the expansion of independent informal activities in the cultural sphere calls forth the extention and differentiation of information and cultural demands. These new phenomena, including the rapid expansion of mass media, bring about the socio-cultural situation demanding the reconstruction of the library stucture, the elaboration of new methods and forms of library services.

Further development of library structures should proceed from the real interests of readers. The rigid departmental library system structure with its strictly regulated organizational forms has been replaced by flexible multivarious structures. New types of libraries, various territorial library complexes and other amalgamations are being developed.

New libraries and networks emerge, specially aimed at meeting the demands of certain groups of readers that couldn't be satisfied within the frameworks of the established system. The examples of such alternative libraries are: the library of Russian emigration at the Leningrad branch of the Culture Foundation, the library of the Union of theatre workers in Moscow, the library of Jewish literatura in Kiev, The "Nobel library" in Kiev, the Karamsin public library in Ulianovsk etc. Various independent groups and organizations set up their own book collections.

Taking into consideration the growing social and political involvement of the public, libraries develop their activities as centers of information on urgent political, economic, moral, cultural,ecological and other problems and thus, they contribute to greater openness of the society, to social progress. They favour the shaping of social consciousness, supplying users with unbiassed information reflecting the atmosphere of perestroika in all variety of events and opinions.

The contribution of libraries to perestroika is expressed, in particular, in the assistance rendered by libraries to the public in acquiring economic, legal and other information necessary for the competent participation of citizens in social life.

Now that the new Soviet Parliament is being established, a new mission of libraries has emerged, namely, the improvement of the information provision of deputies both of the Supreme Soviet of the USSR and of all other levels. The intensive work is being carried out as far as the updating of book stock is concerned; new equipment and automated systems are being introduced; reference information centres with thoroughly selected collections of publications in economy, politics and law are being set up. These activities are carried out at the State Lenin library; the National library of Estonia has acquired the status of a parliamentary library. The possibility of the establishment of the library of a new type corresponding to the humane democratic society, of satisfaction of information needs depends upon the state of library and bibliographic resources. New socoal priorities in librarianship have determined new trends of collection development. Its efficiency is determined by the availability of publications, and its level is measured by the degree of satisfaction of real and potential information demands of the society. The rates of book provision, of collection growth and book circulation are becoming means of internal regulation.

The collection of each library is developed as part of a whole regional complex and a single all-Union stock, the integrity and unity of which is achieved not by way of setting administrative and management regulations, but by the unity of criteria and principles, by co-operation in acquisition policy and resource share. Collection development both in the subject and typological aspects is based upon readers' demands determining the adequate number of copies of each title.

The release of culture from the burden of ideology, greater openness and publicity eliminate all kinds of restrictions and the centralized regulation of collection development.

Among items of centralized acquisition and storage there are publications of various public organizations, co-operative unions, private publishers and so-called "exteriorica" including works by Russian and Soviet authors who lived or live abroad. Almost all soviet and foreign publications so far unavailable for general public have been opened for public access. The access to a narrow range of publications containing the propaganda of war, terrorism, violence and pornography remains restricted. The procedure of imposing such restrictions is within the jurisdiction of legislative bodies.

Now thet union republics are gaining real sovereignty and introducing self-management at the regional level, the rights of local Soviets are expanding, the problems of development of collections in national languages of the USSR have acquired especial significance. National libraries of union and autonomous republics should bear the main burden in the provision in the fullest possible satisfaction of readers' needs in national literature.

Acquisition policy as far as foreign publications are concerned is free from ideological dogmata. The work is carried out to ensure legal guarantees of the provision of libraries with a representative supply of foreign publications of scientific and cultural importance, to observe international principles of information and documentation exchange, to provide access to foreign information sources. But limited budget hinders the realization of these activities. Under these conditions libraries react to the expansion of the world book market by the raise of attention to the quality of acquisition and by the improvement of resource share.

The process of renovation in librarianship demands the adoption of new legal acts. Among the most burning issues here is the elaboration of the new Library Statute of the USSR and library statutes of union republics as well as bringing of all acts concerning library activities into line with present-day demands.

The reform of the legal basis of librarianship in the spirit of wide democracy, the rise of activity of the library and reader community is to facilitate the process of its renovation and clear the way for the rapid development of librarianship.

Libraries in the USSR regard themselves part of the world library community and they consider the library process in this country in connection with the international process of book circulation and information systems application. This approach has been formulated in the "Concept of the development of librarianship in the USSR up to the beginning of the XXI century", envisaging the wide utilization of both the historical experience and modern library practice of foreign countries.

The Public Library and Political Change

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Abstract

The pace of political and economic change has reached heights of intensity in many parts of the world as we approach the end of this century. Adaptation to change has been a major factor in the history of public library development, and present challenges require analysis of that history and of the ideals and aspirations which gave rise to the public library — and which can be the basis of its meaningful survival.

By any measure, the final decades of the twentieth century have proved to be a time of profound political change in many parts of the world. Furthermore, the rapidity and often unpredictability of those changes, sweeping away forms and structures of government and geopolitical relations which seemed until recently so rigid and entrenched, suggest an acceleration in momentum for change such that stability is a term unlikely to appear in future histories describing the early years of the twenty-first century. Political uncertainty is an uncomfortable and frustrating element in any planning process, especially that of an institution so closely tied to existing governmental structures as is the public library. On the other hand, a strong case can be made that the public library is itself a product of profound changes in political philosophy and practice, particularly as regards concepts of citizens rights, social progress, the proper relationship of the individual to the state, and the responsibilities of government in the modern political state.

Although this paper is addressed to an international audience, the perspective offered here must, as a reflection of the author's background, concentrate on the situation of the public library in the United States, in full recognition that many factors operative in one country may vary considerably in their impact on public libraries in other nations. It is also true, however, that strong bonds of commonality have pierced international borders to shape the development of public libraries worldwide, and the increasing interaction and interdependence of nations in the modern global village should serve to render those bonds even stronger.

The relationship of the public library to the process of political and economic change is an issue of far more than academic interest, for it prompts questions about the fundamental nature of the institution itself. From its inception, the public library has represented a remarkable blend of the ideal and the practical. Not at all coincidentally, two of the greatest figures in American political history — Thomas Jefferson and Benjamin Franklin — figured prominently in nurturing seeds from which the public library movement would emerge; but, the differences in their respective motivations are significant to the evolving balance between the ideal and the practical throughout the century and half long struggle of the public library to find its proper niche in the political and economic structure of society.

Jefferson, whose personal book collection became the foundation of the Library of Congress, gave moving and graceful form to many democratic principles which would become tenets of the public library mission. His words etched in marble form the centerpiece of the Trustees Room in the New York Public Library: "I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man."[1] The concept of the Library as an essential vehicle of enlightenment and liberty in a democratic society can find abundant roots in the philosophy of Thomas Jefferson.

Franklin was a natural ally to any notion of the Library as a tool of enlightenment and progress; but his interest was of a more practical and economic nature. When he first arrived in Philadelphia, to take up duties as a printer's apprentice, he complained that "there was not a good Bookseller's shop in any of the Colonies to the southward of Boston... Those who loved reading were obliged to send for their books from England."[2] Franklin's encyclopedic interests are legendary, but the future role of the library as an economic source of practical information may be glimpsed in the makeup of the Club ("The Junto") which he soon formed, and which became the initial membership of his seminal subscription library, the Library Company of Philadelphia: a bookbinder, a glazier, a surveyor, a joiner, a merchant's clerk, a copier of deeds, a shoemaker, and three fellows from the printing shop where Franklin himself was then employed.[3] No grove of Academe, this!

In the United States, at least, the political support base of the public library has had as its focus some point of balance between these antipodes: the ideal and the practical; and, efforts to maintain that support have produced subtle but cumulatively significant shifts in our very definition of mission as we have striven to adapt to perceived shifts of values in the body politic. In the face of shifting political and economic realities, options for response are essentially those of resistance, indifference, or adaptation. As an integral part of government, the public library finds often that the only practical option available is the last of these — adaptation.

In fact, adaptability is frequently touted as a particularly appropriate asset of the public library, responsible in large measure for its continued survival. In his landmark history of the early American public library movement, *Arsenals of a Democratic Culture*, Sidney Ditzion asserts that "the main currents of nineteenth-century American thought, no matter what their origin or direction, supported the foundations and growth of the free library

movement. That such a confluence of diverse idealogies, meeting on the common ground of a system of free schools and libraries, was at all possible is to be attributed to the adjustability of the American mind to shifting forces and changing conditions. It was this flexibility which could start with a common heritage — the democratic premise — and could modify, distort, or even pervert it to suit the requirements of widely varying points of view. The tax-supported public library not only answered the criteria inherent in the democratic premise but also offered an instrument as responsive to varying social requirements as democracy itself."[4]

Public library administrators will nod with almost universal approbation to that notion of responsiveness: as responsive, in fact, as *democracy itself* to varying social requirements. And what finer compliment to the responsiveness of the public library to the tenor of the times than to be called in 1947, the year of Professor Ditzion's history, Arsenals of Democracy! There is, however, another suggestion in Ditzion's description which merits concern: that the fundamental mission of the public library contained sufficient flexibility not just to permit modification to suit the requirements of varying points of view, but to allow even distortion and perversion in the interests of adaptability.

Michael Harris, in his *History of Libraries in the Western World*, implies that adaptability is not some asset peripheral to our mission, but perhaps the sad sum total of that mission. "The development of public libraries in America was at times a mindless and careless process," he writes; and, suggesting a somewhat crass opportunism behind our adaptability, notes that "Public library philosophy up through the 19th century was characterized by a decidedly authoritarian and missionary cast... In the early 20th century, librarians... seemed to turn inward and focus increasingly on internal matters of management... However, by the 1930s librarians were again deeply concerned with the purpose of the public library, and in light of the Nazi and Fascist advances in Europe the public library's role was being redefined as a 'guardian of the people's right to know'... More recently, public librarians, stung by criticisms regarding lack of use of the public library, have... initiated numerous 'outreach' programs... greatly facilitated by the widespread funding of library programs by federal and state government... Access to such large sums of money contributed to the exuberant nature of American public librarianship... It remains to be seen whether this renewed commitment to the aggressive delivery of public library services to all classes of American society can survive the serious financial restraints evident today"[5].

Ironically, Harris expected a return to elitism, with resources and services aimed primarily at an "intellectual minority" as economic circumstances became more stringent; in fact, the opposite has occured, as public libraries have abandoned commitments to research and scholarship, or even an educational role, in favor of more populist and recreational roles, in lock-step with the ascendancy in the body politic of populist concepts of governmental responsibilities and population flow from traditional urban centers of cultural activity to a more rootless and materialistic suburbia.

As, once again, we struggle to adapt to changing political and economic circumstances, we should pause to ask what are the constants in our definitions of purpose, whether we have too often sacrificed the ideal to the pragmatic. Is the public library a cultural force in our society, or merely a cultural mirror? Adaptation has not always, after all, been our only political responce. In defence of intellectual freedom, many libraries have stood firm against the threat of censorship and even of governmental intimidation. Economic change, however, rarely takes such instant and dramatic form, and so its impact is often more insidious.

For most of the past decade, libraries in many parts of the United States have battled a steady decline in financial support, and have found themselves in increasingly stringent competition with other public services for a share of an eroding tax base. Because this situation has been generally viewed as an exclusively economic crisis, responses have been based largely on elements of the economic lexicon: cost-benefit analyses, quantification of service measures, business plans, revenue-enhancement gimmicks, and similar approaches for which the public library is ill-designed. "Librarians often come to this arena with an orientation and mindset that leaves them ill-prepared for the contest," writes David Penniman. "They have been self-selected and educationally reinforced to emphasize service. And this service emphasis has too often been equated with the inappropriateness of measuring the monetary value of a service... Librarians... must learn... the techniques of business strategy development... Using the measurable-value approach, the organization is justified by quantitative assertions. Resources and output are quantified and productivity is measured."[6]

The adoption of business models — and values — in the public sector has grown apace, in the United States, in recent years; and to the extent that this is so in state and municipal government, library administrators have sought to adapt their budget presentations accordingly. As Ann Prentice points out, "Two very important facts must be kept in mind during the preparation of the budget strategy;-first, the money to be obtained depends more upon the attitudes of the funding authority than upon the consumers of the service and, second, a small public, strongly committed to the support of library service, has a greater effect than a general feeling of good will."[7]

But, are the interests of that funding authority and those of that strongly committed public, and by extension the entire community, always identical? It behooves the library administrator to adopt strategies of budget presentation which will foster productive negotiation with funding authorities. But, as Marilyn Gell Mason has stressed, "A public library is just that, the public's library. It belongs to the citizens of a given community. It does not belong to the library director."[8] Nor, does it belong to the funding authority. The strategies we adopt for budget presentation may well and appropriately derive from business models. Unfortunately, the response of the library community to a perceived fiscal crisis has gone far beyond fiscal strategy toward a serious alteration of the library's mission. The imposition of user fees, attempts at revenue-generation through the sale of database information, increasing privatization of responsibility for access to public information, or even just rigidly utilitarian definitions of the library as a market-driven super-bookmart, represents abandonment of more than century-old concepts, central to the fundamental purposes of the public library, for short-term pragmatic gains. More subtly, acceptance of the notion that only quantifiable services with a measurable monetary value merit support leads inevitably to lower priority for those functions of the library which are not easily quantifiable — its intangible, humanistic functions, its services to the least affluent or least influential members of the community. Of course, in theory, virtually everything is quantifiable, just as a photograph

or musical performance may be digitized; in the real political world, however, the library's future prospects would be dim indeed in a world of only quantifiable public policy or societal aspirations.

"In poll after poll across the country," Mason continues, "citizens rank public libraries at or near the top of all public agencies in the importance of the service they provide and their success in providing it well. Nevertheless, budgets continue to be inadequate."[9] The funding structures of public libraries vary considerably from state to state throughout the country; but, where citizens may vote directly on library issues, referenda in support of the public library invariably demonstrate a profound depth of community approval.[10] Yet, we are continually assaulted by insistent suggestions that inadequate support is somehow our own fault, that only radical change in our mission or greater reliance on the private sector will save the public library. Even when we are able to analyze accurately the political and economic trends of our times it is rarely possible to predict with any certainty which trends are likely to be long term or irreversible and which represent the subtle swing of a pendulum the very motion of which contains latent pressure for momentum in the opposite direction. In even the relative infancy of modern librarianship, Pierce Butler warned that "Librarianship, as we know it, can be fully appreciated only through an understanding of its historical origins... Unless the librarian has a clear historical consciousness...he is quite certain at times to serve his community badly."[11]

It is the remarkable achievement of the public library to have become the tangible representation of highly intangible concepts rooted in the social and political idealism of the 18th and 19th centuries. Small wonder that, when viewed through the microscope of a pragmatic, technocratic age, some facets of this humanistic institution seem to some anachronistic. Even Bach and Shakespeare fell into neglect and disfavor in times alien to the aesthetic values their works embody.

Short period of downturn in the economy are usually weathered by retrenchment measures which are readily rescinded when the cycle turns up again. The current crisis, unfortunately, for libraries in at least some parts of the United States is now well into its second decade. Still, despite relative decline on the map of global economic interaction, it would be absurd to suggest an *inability* to support libraries in a society which remains one of the most affluent in history. The suburbanization of America, especially the later stages of geographic transfer of industrial and financial bases, has done far more to undermine the traditional strengths of the great urban public libraries than has a general economic decline. The continuing failure of state and federal governments to accept significant corrective and leadership responsibility, leaving to a haphazard pattern of local political jurisdictions *de facto* responsibility for national library policy, is a reflection of deeper political tensions. The older cities of America, once the great cultural and civic foundations of the nation, have become in the eyes of many (especially political leaders whose bases of support lie elsewhere) repositories and unwelcome reminders of social ills and inequities long-neglected and exacerbated by the current *laissez-faire* tilt in the country's political balance.

The final quarter of this century in America has been largely a counter-reaction to the social activism and governmental expansion of the late third quarter. Public libraries, even though not themselves the targets of regressive reformers, have suffered severely from attacks on the public sector, retrenchment in government, and anti-tax rebellions. But such lines of political reaction do not stretch toward infinity, they curve subtly into ultimate circles.

"Historians," notes Harris, "point out that every age considers its own specific crises as the most significant, the most demanding, and potentially the most dangerous in the country's experience. An understanding of library history illustrates quite clearly that librarians have faced seemingly major crises over the years; while we do not mean to suggest that we can afford the luxury of complacency at such a critical juncture in our history, it is both enlightening and encouraging to see the ways in which our predecessors perceived and overcame their most serious challenges... An examination of library history shows how the role of the library has been defined and redefined through the years, and will illuminate those social needs that stimulated the rise and encouraged the support of libraries over the past 300 years."[12]

Those social needs remain, as does — in the deeper consciousness of our communities — the concept of the public library to which they gave rise. The public library *is* cost beneficial, and its enduring practical importance will be reaffirmed as society moves inevitably from neglect to confrontation of mounting social needs. But the public library is also both symbol and vehicle for the hopes and aspirations of the citizens we serve, and as we continue to adapt to political and economic change we must preserve that intangible but essential idealistic element of our mission; our history demands it, our future requires it.

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The Impact of Political and Economic Changes upon Public Libraries in Czecho–Slovakia

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Abstract

Public libraries in Czecho-Slovakia are faced now with a changing social, political and economic environment in which adaptation, reorientation and responsiveness are necessary. The paper gives a brief survey of facts and opinions concerning the immediate impact of these changes upon public libraries and upon strategies for their further development.

Public libraries in Czecho-Slovakia are faced now with a changing social, political, economic and management environment in which adaptation, reorientation and responsiveness are necessary.

There seem to be at least two basic aspects of the problem: on the one hand these changes have a direct and immediate impact upon the management, funding, networking and services of public libraries; on the other hand there is a thorough impact upon the whole environment, social and economic structure of the society and consequently upon the public library clientele and its needs.

It is obvious that in these days moat of the libraries are preoccupied with solving their everyday problems resulting from an unsatisfactory economic situation. Yet there also exists a keen interest in analysing the strong and the weak points of both the past and the present transition period in the development of public libraries in this country. Unfortunately we cannot rely yet on a sound and comprehensive analysis of the recent past. The same is true about the prognosis of the period ahead.

Nevertheless, what are the most visible features of the political, social and economic changes in Czecho-Slovakia nowadays?

The deep political reform and transition to democracy has brought about a multi-party system, more political and civic freedom and the new open-door policy towards the world. The civic and political activities of people have increased, consuming now more of their time and energy than ever befors. On the contrary, public libraries have been trying to get rid of any possible political and ideological influences. One of the goals is to restore the independent status of public libraries by strengthening their professional and democratic character.

The radical economic changes and transition to market economy, together with the restrictive monetary policy have not yet created favourable conditions for the expected development of public library services. In fact, all cultural institutions are increasingly under pressure to become more fiscally responsible. It is no surprise that there is a trend towards promoting commercial and revenue-raising activities accompanied by efforts to create or discover new sources for public library funding.

Without going into details now, it can be summarized that all the political and economic changes have already had or will have a telling impact upon both the public libraries and their users. The way the libraries, the authorities and the public respond will be critical in the process of overcoming this crisis.

There seems to be another important factor which deserves attention — the health of the public library system as developed through history and emerred in these days.

Public libraries in this country can trace their history back to the 19th century. In 1919 the first library law set strict rules for establishing public libraries in every community. Municipal and local authorities had been made responsible for maintaining and developing public library services. The second library law adopted in 1959 set a long-term task of establishing centralised library networks of different types of libraries — for instance public, school, research, technical, medical and academic libraries.

Public libraries have gradually become the most important components of the scheduled comprehensive library system, which however has never fulfilled its coordinating and cooperative functions of an integrated nation-wide system. The truth is that all these library networks have developed mainly within their own frameworks without much cooperation among each other.

What matters now is that public library services emerged as relatively centralised networks operating withhin districts and regions. The leading district library economically supported all the public libraries in the district. The support included media, staff and library equipment. All the money came from the state through the district library authorities. The district library was also responsible for the supervision and methodical guidance of the local libraries, for interlibrary services, coordination of bibliographical activities and further professional training of librarians. It also supplied the local libraries with new books and other media.

However, development in the whole country was not entirely identical; in Bohemia the 1970's brought about the integration of public and research libraries which resulted in the cementing of the regional networks; in Slovakia on the other hand in 1980's there was a government-backed trend towards integration of local and municipal libraries into so-called cultural centres (comprising also cinemas, museums and educational centres) economically supported

by local authorities. As experience has shown the breaking of economic ties with the district libraries resulted in more problems and less favourable conditions for library services.

It is necessary to point out that since the 1970's all public library networks have been developing in conformity with the five year programmes which had to be approved by the district or regional authorities. These plans together with centrally issued guidelines and recommendations — at least some of them — have had some positive effect upon public libraries.

In 1985 there were in total about 10 thousand public library units stocking over 75 million volumes and serving a reading clientele of over 3 million people. Children and young adults are the most frequent borrowers, accounting for about 60 percent of all readers. The circulation has not yet reached 7 volumes per citizen. Impressive progress has been made especially in children's librarianship and various extension activities in cooperation with schools, preschools and other educational and cultural institutions. Less frequent are the "outreach" programmes, special services for disabled and elderly people, services in hospitals or correctional institutions. Despite many declarations stressing the importance of information and reference services these are underdeveloped due to some extent to the relatively low demand on the part of the public which usually apply for higher-level services to other types of libraries or information centres.

In view of what has already been said I would like to continue with a short survey of facts and opinions concerning the immediate impact of the political and economic changes upon public libraries in Czecho-Slovakia. The response of the library profession to the political changes in 1989 was mostly positive and the future of libraries was viewed with optimism. Librarians expressed their approval and joy over regaining more professional freedom, some touted the idea of independence of libraries from state authorities.

But alas, when the new laws strengthened the power of local and municipal authorities and made them wholly responsible for maintaining and funding local public libraries, opinions changed. These libraries are faced today with having to compete for public funds with urgent social programmes, public works projects and other priorities in the communities. Newly-elected comunity officials faced with a wide array of problems sometimes play down the importance of library services. Consequently libraries are being closed or opening hours shortened; the acquisition of new books and other media is irregular and unsatisfactory, once-free library services are being charged for. It seems to be an enormous task to reestablish the previous firm links between the local and district libraries. In order to presserve at least some former functions and services of the district libraries they have not been taken over by local or municipal authorities but by the district authorities (in Bohemia) and by the Ministry of Culture (in Slovakia). Unfortunately, the district libraries are not allowed to fund directly any activities of the local public libraries.

The thing is that in the period when the acquisition of new materials should be enhanced due to the radical discording of out-of-date books, funds are scarce and the once-effective system is defunct: In this respect it is worth mentioning the idea of making the state wholly responsible for funding library collections which then would be considered a part of the national cultural heritage (together with collections in museums, art galleries) and deposited for use in libraries. The new (maybe different) status of library collections is supposed to be guaranteed by law.

New approaches are being adopted also in the very process of building up library collections. Back on the shelves are the so-called prohibited books kept until now in special atacks; priority is given to accessions of titles which were not allowed to appear in recent years and to books bringing new ideas in the field of social sciences or private businesses. The open-door policy has given rise to an unprecedented interest in learning foreign languages; public libraries are not able to meet the demand for books in English, German or French. In this transition period some kind of redistribution of discarded and still usable books from public libraries abroad would be of great help not only for the public libraries in this country, but also in other countries. Public libraries are now faced with the crumbling old and emerging new book-markets. The greatest trouble comes out of the fact that there are hundreds of new publishers to be contacted directly because it is sometimes impossible to get their books inthe chain of state-run bookshops which are in decline. Private booksellers with good contacts and comprehensive services for libraries have not yet emerged. The same is true of periodical subscriptions where the monopoly of the traditional distribution still exists.

Much touted among librarians are also the various aspects of public library services. It is a wide-spread opinion that the new situation in the society has not yet resulted in any essential changes in the structure of the demand of the reading public except in the increase in demand for periodicals, books in foreign languages, guide-books, once-prohibited titles and the decrease in circulation of fiction for adults. Some librarian began to question the selective treatment of readers, some stress the need for improving interlibrary loan services and public relations. There is a lot of talk going on about the trend towards introducing charges for library services which used to be free. Demand for adopting clear and strict regulations for charges is growing so as to avoid violating the UNESCO Public Library Manifesto recommendations. Opinions differ also over the trend towards increasing commercial and revenue- raising activities in public libraries. In some libraries special business departments were created. As for the future of library services there is a view that they must be more need-based and more closely related to the society. There are predictions that demand for business and community information will increase and libraries must take steps to meet it.

Strategies for the longterm development of public libraries under the new political and economic conditions have been discussed since 1990. Analysis and plans are being prepared by experts and library professionals. Besides solving everyday problems as mentioned before, for example, a two year programme of democratic renewal of libraries in Bohemia has been adopted. It is estimated that within these two years more favourable conditions could be created for a new library law to come into effect. This law is considered to be an inevitable guarantee for the further development of public libraries. However, opinions differ as to whether the law ought to be more general and concise in content or more detailed and comprehensive. But there is little doubt that it will be oriented to public libraries, to creating an effective network of public library and information services.

In comparison to the present situation a visible shift is being expected towards reference and information-oriented services. The main goal is to create cooperating local, regional and national networks comprised of different types of libraries interlinked at certain levels by means of new information technology. There of course are efforts to

preserve the positive aspects of the former centralised district and regional public library networks, though on a new, spontaneous basis. At this level district public libraries are expected to initiate and coordinate these cooperation schemes. A lot will depend on the transformation of the so-called centres of scientific, technical and economic information which developed mainly from technical and other special libraries and which operated as relatively closed networks in enterprises, factories, research institutes, businesses and other special libraries and which operated as relatively closed networks in institutions. In fact, they have already ceased to exist as a separate information system, and those which survive are supposed to become part of the new nation-wide library and information network.

The present library and information policy which is being worked out in Czecho-Slovakia now can to some extent make use of the results of some research and experimental projects carried out in recent years.

In Slovakia for example the definite results of the research project which started a few years age and was called Integrated Library and Information System Based on Automation (ILIS) were approved in 1990 and are expected to be put into practice beginning in 1991. The project pursues the new structure of library and information services, online cataloguing, forming of a national union catalogue, building up the national database centre as well as creating interlibrary links by means of telecommunications.

One of the essential parts of the system is the automated database of the Slovak National Bibliography (in Matica Slovenská, Martin — The Slovak National Library), which provides for the creation of a unified data collection system and has to ensure consistency in library and bibliographical processing of documents in all concerned libraries in Slovakia (the central database of the National library in Prague is being built to act as the database for the national information library network in Bohemia).

Among the important results of the ILIS project is a set of tested standard technical projects which any public library can use free as a basis for its complete or partial automation. These projects ensure the required compatible interconnection of all libraries concerned. For the purpose of international exchange of information the problem of compatibility of entries was resolved by the use of international standards.

There are suggestions that the initial cooperating association of libraries of different types put together at the beginning of the research project (national, university, research, college, regional and district public libraries) could become the core of the new nation-wide library and information network. Now when all major technical and technological problems are solved the main task in to provide sufficient financial support for implementation of the new technologies and results of the research projects within the library system.

Notwithstanding the initial and rising difficulties the process of democratic renewal and modernization of public libraries in Czecho-Slovakia is going on. The pace of this reform will depend above all upon the economic prosperity of the whole society.

Children's Reading, the Children's Library in the Culture of Society

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"Everything has always previously existed in this world — America lived before it was discovered, gunpowder lay in the ground in the form of sulphur, saltpetre and coal, and atoms revolved like planets. The only unprecedented being in the world am I, who is an immortal moment, which transforms the past", — wrote the distinguished Russian prosaist Mikhail Prishvin. This "I" as an immortal moment", as an "unprecedented being" appears in the wolrd with the child. Homever children are not only the future, they are a reality of the present.

Every new generation comes into the wolrd, develops it and acquires a store of social, intellectual and spiritual knowledge in different ways: directly and through the environment. The boo and reading, regardless of the appearance of many other sources, which can be mastered easily and wich pleasure, remain among the most important sources of knowledge.

General opinion has it that 80% of the need in the book in the children's and juvenile audience is satisfied in the nearest environment through other children, home libraries and so on. We consider this figure to be somewhat overstated. Thus, according to data cited in L.Gudkov's article "The End of the Book Boom" ("Literary Gazette, No.l, 1991, pp.9-10), in the Soviet Union home libraries hold from 14 to 14.5 billion books. However, according to his analysis, one third of the families own 90% of the book, whereas two thirds of the familes possess small collections of casually selected books and 32-33% of the families do not keep any book at home at all. Every fifth family has less than 50 children's books. For the majority of the children's and juvenile reading audience of our country (and I suppose of many other countries of the wolrd, too), the public library is a place, where the young reader considers be is always sure of getting of the book he desires.

Despite the fact from time to time we hear people speak of the "crisis" of the public library, including the children's library, the library as an institute of culture has not lost its attraction for many sections of the population, foremostly because it is realistically accessible to young readers, children and juveniles. Its accessibility (democratism) allows society to put children from all sections of society, regardless of their social status, well-being, etc., through the book and reading into the context of past and present culture, and make it possible for the child to enter it organically and naturally. The public library is also democratic in the form of its relations wich new generations, as compared school dictates, in the selection of reading in particular. It is oriented toward physologic-pedagogical differentiation and its creator — the librarian is a senior partner of the children in the world of reading and literature.

Ideally the librarian should not view the child-reader as an immediate subject of socialization, he should sooner view him as "an autonomous, socio-cultural reality, an original subculture" (I.Kon) with the right to independently and freele choose what to read, be it for aesthetic, educational or pragmatic purposes, and follow his own pattern of behaviour in book reality. The pedagogical methods of the librarian mainly rest on the system of emotional effects, which stir up the inner stimuli of moral- aesssthetic formation of the pesonality of the reader, i.e. his wolrd of values and intellectual needs. The whole organism of the public children's library is aimed ad awakening in the child the desire to understand the wolrd and himself, to broaden his knowledge by turning to the book, to reading.

For children the public library is that institute of socialization of new generations, which most fully makes use of the sphere of the past and present book culture, which is created by society for childhood and youth,first of all. The library collects, stores and disseminates book and leads its readers into the spiritual wolrd. Depending on objective and subjective circumstances which determine the extent of the presence of the children's library in the child's life, it is directly or indirectly connected wich the content and structure of his reading, be it reading for pleasure; reading whithout any concrete aims; reading for enlightenment of interesting and useful books without an immediate pragmatic purpose, but with an eye for the future; is tructional (educational-programme) reading, the motifs of which are connected with the State scheme or system of instruction. with education is general.

Naturally, the activity of the children's library correlates with the value orientations of society and exists within the context of the structure of socio-cultural dominants of the bringing up of children and the transmission of culture from one generaltion to another. The public library represents one of the units in the system of creation in the new generations of notions on the normative canon of Man, on their future vital activity. The library accumulates tradituons filling the reader's cultural consciousness, and in this way participates in the projection of the future culture of each nation, society and humanity in general.

Through the sphere of literature and the book culture of its own people and of other peoples, by organizing and stimulating the child's reading, the library helps him to enter the system of ideas and images through which society perceives, interprets and sanctifies (legitimates) the life of the individual.

The children's library has one more major culturological aspect of which society is aware yet mentions rarely. This type of library accumulating in its collections publications of book culture for children and juveniles, and on childhood, and youth, preserves their images in time and space, images which have been reflected and recreated by preceding generations giving our contemporary the opportunity to fathom this unique richness. It is in this that its socio-cultural significance lies for all, those who lead new generations into life and who are associated with the social and State processes of their formation and development. As regards this category of uses, the children's library appears in an original pragmatic, pedagogical role of enlightener of the enlightened, creating experts in the field of children's literature, children's reading and book culture for the young. This is why prospective practice of interacting relations between the public library, oriented in its activity toward the young reader, and child's family and parends (holders of home book collections, ideologists of home education and children's education in general) is so important. The public children's library, like no other socio- cultural institute, can help us to perceive childhood, the child's social, psychological values, characteristic features andinner world, the dynamics of his external behaviour, the child's perception of the adult world, which is reflected in child's literaratures proper, children's creativity reflected in fiction and non-fiction, folklore, etc.

However, the public library intended for children, the concept of which was worked out and realized by the devotess of enlightment of preceding generations, and librarians, can in many countries of the wolrd, including the USSR, perform their noble mission only when given the right condition, that is conditions which make it possible for the library to function in keeping with the content of the afore-mentioned role.

Thus, the public children's library can throught its collections become the bridge, which connects new generations with the culture of preceding generations, on the condition that it ensures the child's access to the finest examples of literature, to the book he desires and needs, not only in large cities, but in small settlements, too. However, I have gathered from domestic practice and foreign sources that the contemporary public children's library exists in an situation, which is far from the optimal in this respect, though in some countries it closely approaches it.

In our country in last decade quite a number of regional studies and surveys and a few All-Union projectes were conducted. The studies devoted to the reading by children of preschool age of non-fiction in Armenia and the Ukraine; the reading of children of this age group in Moldavia, the interrelationships of parents and children's libraries in the organization of reading in Russia; the study of the publication and provision of the child-reader with the national book in Estonia; the state of acquisition of children's books of an educational nature in Latvia, etc., were highly successful. The ferst stage of the All-Union scientific survey conducted by the State Lenin Library "Current state and tendencies in the reading of children and juveniles in libraries" has been completed and the All-Union examination of the situation of availabilty to the user of the public children's library of domestic and foreign classical children's literature and children's reading has also been concluded. The materials of these studies put before the researchers an objectively critical situation — can the contemporary children's library, particularly in the rural districts, possessing the necessary qualitative and quantative collection possibilities perform its culturological mission — to be one of the units that link new generations with past and present culture with an eye for the future.

In our country over 450 titles of books children and teenagers in scores of languages of people living on the vast territory of our country with a total run of over 6 mill. copies are published annually. Each republic has specialized publishing-houses and numerous State and cooperative publishing firms, which put out children's books. However, the situation with the realistic availability of classical children's literature, of children's reading from the public collections of children's libraries, even in the language of inter-national communication is far from optimal. In some types of libraries, which serve children, for example in village libraries and in departments of public for adults, it is somewhat better as regards literature in the Russian language and low as regargs literature in other languages. Thus, the possibility of reading J. Verne's "Captain Grant's Children" is with the young reader of the village library 19 out of 100. In other languages it is much lower.

According to the Institute of the Book, the availability of each copy of the book substantially varies in the republics. The greatest number of copies per capita is observed in Estonia and Moldavia. In the RSFSR the availability of the children's book is 7 times lower as compared with Byelorussia, 10 times as compared with Lithuania and 20 times lower as compared with Estonia. According to the conclusions of this Institute, the most favourable situation with the publishing of children's literature exists in Estonia, Moldavia and Lithuania.

The problem of the multi-lingual composition of book collections of public children's libraries, collections which imbibe their own culture and at the same time give the young reader the opportunity to enter the culture of other peoples, to my thinking, confronts specialists in many countries with a multi-national and multi-lingual population. This problem is a very urgent one. The unrealized situational children's need for a book can be one of the sources of situational non-reading, distrust as regards the public library and the following indifference to book culture in general. It is necessary to solve this problem because it is only then that we shall be able to lead our reader into the book culture of different peoples, of our near and distant neighbours.

In our opinion, the problem situation in the reading of the children's and juvenile audience, prognosticated by the sociologists is, among other reasons, of a social and psychological order, connected with the unpreparedness of the public libraries, particularly of the small libraries located far from centres of urban culture, to justify the expectations of this audience. This disappoint can ruin their notion of the library as of a sure source of getting the desirred book, supported by society.

Sociologists of many counries assert that in the childhood and adolescence environment. TV, video, modern music, sport, etc. have strongly pressed the book and reading and today the time young people spend on recreational

reading is diminishing. Different figures of sociological are cited. It is only natural that in connection with this the "demand" for the library, which builds up collections, conserves and popularizes them, and aime to stimulate and organize reading in such a way that the young reader would learn to appreciate the permanent values of culture of manking, reflected in books, as early in his life as possible, lessens in this environment.

And though the character of the child's perception of the world, of reality, including the verbal image, changes under the influence of videoculture (perception becomes more visual), the richness of images in the imagination of the child and his creative cosciousness are associated with literature and that is why he is traditionally attracted to the book.

We live in a changing world and if the public children's library aims to continue to be an institute of socialization and a phenomenon of culture, its activity should always be within the context of progressive tendencies observed in the people, the nation and society in general. The activity of the library should be dynamic and in its work the library should orient itself toward true values, and aim, as far as possible, to avoid vicious temporary tendencies, stereotypes, schemes and cliches.

For us childhood is losing its customary outlines. Today it is only supperficially that we live with them in the same world since their inner life and ours flows in different time and space dimensions. The "watershed" between them and us is not only a matter of age, it has already become historical. The time and space span of the modern young generation seems to be narrower. The squall of information that is consciously and unconsciously imbibed by contemporary childhood, the attraction of the narcotic emotions of mass culture, and video culture bisect the child's reality and this divarication has become a part of his consciousness.

We are dealing with a generation, which enters life, including culture, through the oral word, the printed text and the symbols of the mass media. The video-images, the "symbols" with which the contemporary child in many countries of the world lives from his very first years, correct his initial perception, imaginal world, fancy, and associazions. They teach the child the audio-visual language, the scheme of expressive devices, which are of sign character. "Video-literature" is appearing in the collections of children's libraries. Under the influence of the video-image, the child's perception acquires new forms and new possibilities, and such concepts as "TV thinking", "TV perception of the fictional text" have been introduced into circulation.

It would be meaningless and naive to juxtapose children's reading and children's technological games. The well known Czech writer was right when he said: "Love for poetry will not give the child knowledge of the language of the computer, that life demands that he master. The knowledge of the language of the computer will not reward him with love for literature, which he will also need in life". However, in the life of children the two phenomena coexist.

Childhood continues to read, maybe, because the individual is primarily tied to his inner world and literature represents an intimate conversation of the author with the reader without any intermediary. The aesthetics of the artistic image of a literary work come into contact with the emotional and sensual world of the reader. The author of a book and his reader establish the "sign quality of communication" for them selves, and this results in the plurality of interpretations of the one and same work.

The book and reading do not lose their value, maybe, because in his heart a person always resists diktat. Video is always a mediatory or non-mediatory authority, but an authority nevertheless, and this spells the unification of our imagical thinking.

The children's library should gently awaken, preserve and develop the genetic attraction of the little people for the book and reading.

Cultural Heritage through Literature

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Dear colleagues !

Let me express my thanks for inviting us to take part in the meeting of the IFLA Section of School Libraries. Being a public library the State Republican Youth Library of Russia nevertheless render direct help to school libraries of the country both in building up book collections and in conducting library lessons, readers' conferences, in the professional education of the library workers.

There are 44,000 school libraries and 10,000 public children and youth libraries in the USSR. Naturally, each type of library has its own tasks. «The school library acts as a teacher and is orientated at schoolchildren, i.e. it should help them to locate the necessary material as well as to select, to find, to analyse, to evaluate, to synthesize, and to provide information... The public library... should provide and support the recreation, social, and cultural interests of society» (Andrews G., Frater. School/Community libraries in New Zealand. Wellington 1987. P. 7-8).

In our case «applying to the theme «Cultural Heritage through Literature» particularly clear are the relations of the school and public libraries as the cultural centers serving teen-agers and the youth.

Thus, the school libraries «called for, first of all, to assist in mastering the classical culture within the frames of the compulsory school courses do not possess sufficient means for this. Their stocks of the fiction literature are weak, the books on art are practically absent. The sums allocated to the schools by the local authorities and i.e. to the school libraries are as a rule four times lower than the state normatives. The school programmes on literature today are undergoing considerable changes, and the school library that has no right to discard much literature in one time and to acquire the sufficient quantity of new publications — the school library becomes a hindrance to education. One should take into account the weak professional qualifications of the school library workers.

That is why the long-time tendency grows when the public library performs the functions of the school library in realizing mainly the current «business» connected with the studies demands of the readers. In these conditions the process is turnes upside-down. The public library compiles the sets of publications of the studied works and draws the schedules of their movement between the local schools. In the conditions of the book hunger it is a good way that somehow allows to provide the teaching process. We hope that with the transition to the local self-administration the whole situation will improve, and the education financing (including the school library financing) would correspond to their needs.

But before speaking about mastering the cultural heritage through literature it is necessary to tell about the cultural situation in our country formed by the early 90-es. The classics reveal and communicate the truth to the generations. It is clear that the classics happened to be ill suited in the society founded on a lie. For a long time it was officially considered that the bourgeois art (i.e. practically everything created before 1917) cannot give anything useful to the proletariat. The class measurement of culture led to a disaster.

Whatever sociological research we take that analyses the youth reading processes in the 80-es its results show that in the young readers' preferences the Russian classics comes to 10-15%. The subjects of the works named by boys and girls correspond to the subjects of the mass reading, interests of the sharp plot literature, unusual fantastic events, famous historical heroes. Here the beloved and many times read books are usually khown from childhood. In the desirable and real reading the classics comes only to 5%.

Mainly the question is about the compulsory reading connected with the school programme. Teaching of literature at school is constantly under just criticism. And the problem is not only in the fact that in the process of cutting a complete work into small fragmental parts the schoolchildren get a cut insipid perception of the literary masterpieces, but in the fact that the «politicize picture of the history and the literature development become in fact the real expression of the slogan: «Throw off the classics from the ship of contemporaneity». The quasi-history of the home history and literature turned Pushkin, Gogol, Tolstoj, Chekhov into 2 «the caryatids supporting the governmental balcony».

And it is not for nothing that publication even of the undeniable classics in our country highly exceeds the number of possible users, quantity of home libraries, number of families. Nevertheles even to-day in the publication of the novel «Besy» (demons) at last widely in the recent years one would not find the key chapter of the whole Dostoevskij's text «At Tikhon's». Even L.N.Tolstoj's jubilee 95-volume collection of works was vivisected. Nominally 90 volumes were published but in fact — only 79 volumes, as the censorship did not allow to publish some of his works that «from the point of view of our communist outlooks bear openly reactionary character».

The class measurement of culture has poisoned not only the school, book publishing, literature science, but the library as well. Plato, Kant, Schopenhauer, V.Solovjev, Taine, Ruskin, Nietzsche, L.Tolstoj, Leskov, B.Jasinskij and

many similar heretics were expelled from the Russia libraries in 1923 which is confirmed by the «Index of Withdrawal of the Anti-Artistic and Counter-Revolutionary Literature from the Libraries Serving the Mass Reader».

The book GULAGs lately revealed much of the literature that in accordance with the Glavlit lists for scores of years went to their wombs. Living through the stormy process of «returning» literature the libraries now face a new problem. The returned texts strikingly differ from anything that was earlier offered to the reader by the book market. The librarians' reading culture is far from being high: they do not know the original texts, the writers' creative destiny, the bibliographic information.

In spite of many problems we cannot say that mastering of the classical heritage by the youth remains to-day at the «zero». One should look, for example, at the All-Russian Literary Festival of the scholchildren. Here for three days the young lovers of literature and art conduct deep talks on culture. 60 reports were presented by schoolchildren at the festival «The True Sons of the Fatherland» that was held in Irkutsk last summer and was devoted to the 165 — anniversaru of the Decembrists insurrection (the first Russian revolutionary noblemen).

The senior schoolchildren asked many and far from being childish questions at the famous Russian writer and defender of the Baikal Lake V.Rasputin. Is the revolutionary way of social reorganization acceptable from the moral point of view? What did Peter the Great reforms give Russia and what did they deprive Russia of? Is the restoration of the traditional Russian monarchy possible now in our country? What is patriotism? The direct negative answer of the writer to the question: «Would you go out to the Senate Square on December 14, 1825?» — expressed the negative attitude of the modern Russian intellectual to the force ways of the world reconstruction notwithstanding the forms they take or the slogans they follow.

Such opinion on the history and culture predominated in the papers submitted to the section: «The God and religion theme in the works of the Decembrists», «The historical fates of Russia in Chaadaev P. Ja. «Philosophical Letters», «Pushkin and the Decembrists», «Lev Tolstoj in the process of work over the novel «War and peace».

The paper «The flight made by the soul» aroused a stormy reaction of the participants. In this paper the researcher (she) suggested that we look at ourselves impartially: what are we? what can we? what do we deserve? what is our notorious national character?

Thus, the modern young person can deeply perceive the cultural phenomena. Only it is necessary that he/she should be surrounded with the atmosphere of culture. This is the aim of the «Classics» Programme started two years ago by the Soviet Fund of Culture together with the USSR and RSFSR Ministries of Culture The State Republican Youth Library of Russia became the main author of the Programme. It was joined by the colleagues from the regional youth libraries of Stavropol, Krasnodar, Smolensk, Kostroma, Novosibirsk, Leningrad, the town libraries of the Kaluga, Moscow, Tver regions, the Moscow Palace of Pioneers and Schoolchildren, the literary union «Green Lamp», the school of the town Klin of the Moscow region, the teachers and schoolchildren of the Moscow schools, boarding schools, and children's houses.

It is no sense to enumerate dozens of meetings with writers publishers, book illustrative exhibitions, readers' conferences, literary club sessions,literature and musical evenings in the centre of which was the world and home classical literature. The names of A.Pushkin, M.Lermontov, F.Tjutchev, A.Akhmatova, B.Pasternak, M.Tsvetaeva, O.Mandelshtam never leave the library literary playbills as well as the names of P.Tchajkovskij, S.Rakhmaninov, S.Prokofjev, J.S.Bach, A.Vivaldi. «The Architecture and Painting of the Old Russia», «The Masterpieces of the Russian Art», «From the History of the Russian Theatre», «The Spiritual Music of Europe» — these are just some of the titles offered to the visitors of the art departments of the youth libraries. The reading halls of the Republican Youth Library often transfer into lecture-halls. The teachers of the near-by schools are right in believing that a story about a writer, musician, artist would be better learnt if it is accompanied with a special video-programme, hearing of literary, theatrical, musical recordings, demonstration of various rare publications, meetings and talks with actors, producers, specialists in literature. There is no doubt that the review of the play «Besy» (demons) and its discussion with the performer of the main part of Nikolaj Stavrogin the actor G.Taratorkin become an occasion for the Moscow schoolchildren participating in the Programme «Classics». If the Library organizes a lesson on M.Lermontov's creative work the children actively work with «Lermontov Encyclopaedia» where the children can find the answer to any question on the topic. If the class deals with A.Griboedov's comedy «Gore ot Uma» (Misfortune from the Intellect) the bibliographer tells them about the life time publications of the play and shows them. The Republican Youth Library has worked out a cycle of library bibliographical lessons on the creative work of the home literature classics N.Karamzin, F.Dostoevskij, G.Derzhavin, M.Lomonosov.

The contacts «school — library» are especially important in the conditions of appearing and distribution in the country of classic schools, lyceums, specialized humanitarian classes. On the one hand, the library that serves the schoolchildren of these institutions feels their high interest to the complicated literature. One the other hand, only a public library that possesses considerable book collections, cinema-phono-photo-documents, fine arts production can satisfy the teachers and pupils when it concerns such a course as the «World Artistic Culture».

The cycle of discussions «About the Faith and Morals» was conducted at classic school No.388 on the «book of books» — the Bible. Teachers and preachers from the Michigan State University (USA) took part in these discussions; films of Japan and the USA were demonstrated. Each participant of the discussions was presented with the Bible.

An important event within the Programme was the Slav Course devoted to the Slav culture and writing. When preparing to it the Library specialists widely opened the collections of the old Russian literature, arts, architecture. Together with the A.Rublev Museum of the Old Russian Culture and Arts they opened the cycle «Where the Rus-

sian land came from ... ». The first lesson was held in the form of an excursion throuhg Kiev — «the original mother of the Russian cities». Ther were discussed the themes «Andrej Rublev in the Russian culture», «The image of man in the old Russian literature and icon-painting».

Various studios, clubs, unions carry out peculiar work. The studio «Green Lamp» opened the doors of the «Pushkin drawing-room for the poerty lovers, created an interesting exposition of books albums, slides. The studio «Green Noise» at the Moscow City Palace of Pioneers and Schoolchildren conducts a deep research work. The independent investigations of its members are constantly marked by the judges of the All-Russia Literary Festivals of the Schoolchildren. The results of some of these researches are published in the special publications /comments to A.Akhmatova's «Requiem»/. The literary-publicistic club «ECHO» /epoch — artist — society/ turns to the classical heritage and always discusses at its meetings the problems related to our time. The club «Contacts is directed to bringing up the culture of feelings and relations; it constantly turns to moral values reflected on the pages of the classical books.

One cannot but mention the video-information that influence the grawing man to a considerable degree. The screen versions and staging of the literary masterpieces are often the first step towards the literary text. The video-guide through the art collections and the cities — monuments of the world culture often precedes the excursion to the museum or the art gallery. So, the Programme organizers thought about opening a videoteque at the Library. This video collection permitted to organize a film festival on A.Pushkin's creations, to see the legendary screen version of M.Mitchell's novel «Gone with the Wind», the film version of Metterlink's fairy-tale «The Blue Bird». The videoteque not only shows the film, but a specialist (specialist on literature or a cinema critic) speaks about the film and its origin. The video films recorded from the TV programmes permit to make visits to the world museums.

The Programme «Classics» would not find popularity in Russia if it is not supported by many various methodological and bibliographical publications of the Republican Library addressed to the specialists: teachers and librarians. The methodological and bibliographical works are written in the traditions of the vivid informal attitude to the classical heritage: «For the modern reader», «The Equal Rights Dialogue», «The Plays Born by the Book», «The Returned Literature: Books, People, Pages of History», «The Duel».

The Programme «Classics» is working and developing. Wishing to unite around this Programme all those who are interested in studying and disseminating the world and home cultural heritage, the State Republican Youth Library is creating a kind of data bank. This data bank will include the information about clubs, studios, unions, school museums, optional courses. The organizers look forward to creating the All-Russia Society «Classics», the possibility of conducting joint meetings, «round tables», seminars where the schoolchildren could exchange their interesting experiences. They think about creating TV games the winners of which could go travelling in the places connected with the names of great writers, musicians, artists all over the world.

Taking away the «reading-book polish» from the classics and classic writers we are trying to knock to the hearts and minds of the young. We are sure that while opening for themselves the books, pictures, musical works, architectural monuments of the past they will open much in the present. And they will understand that the classical culture is not a museum where the contemporary people are mere outside visitors: they are acting characters.

Guidelines for Library Services to Deaf People: Development and Interpretation

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ABSTRACT

From a few informal recommendations made during the 1988 Sydney, Australia conference on library service to deaf people, these formal guidelines were developed with the review and assistance by many groups and individuals from around the world. The *Guidelines for Library Service to Deaf People* covers personnel, communication, collections, services, and program marketing and have been approved by IFLA and the Board of the World Federation of the Deaf. Guidelines related to personnel are reviewed extensively because of the critical role personnel play in the eventual success or failure of any service.

The article briefly reviews the process used in the development of the guidelines, discusses some of the special aspects of providing service to people who are deaf, and reviews those particular guidelines which are of most importance. The author also offers some observations which may help in establishing a successful service.

With good reason, deafness has been called the "invisible handicap" because deaf people are not identifiable as deaf by casual observation and they tend to blend into the larger community. Because of this and other reasons, most libraries have not considered focusing particular attention on the provision of services to persons who are deaf. Additionally, people who are deaf from birth or who became deaf at an early age often have difficulty reading and have a tendency to not use libraries. Consequently, libraries and deaf people have been unaware of each other. However, a substantial portion of the world's population is deaf and libraries have a responsibility to ensure that their collections and services are accessible to deaf people. Additionally, libraries have the responsibility of making sure that deaf people are aware of the services libraries can provide them.

It has only been in relatively recent years that the library profession has begun to formally recognize its responsibility for provision of services to deaf people. In a number of national library associations, there are now formal groups or sections which focus, if not specifically on library service to deaf people, then on service to people with all different kinds of special needs, including those who are deaf, blind, elderly, sick, in prisons or in hospitals, and those who have reading difficulties for whatever reason. Although the development of guidelines for service to deaf people has been an interest of mine for some time, it was specifically the 1988 Sydney conference on library services to deaf people, sponsored by the State Library of New South Wales, which provided the impetus and encouragement to work with the International Federation of Library Associations to develop and edit these guidelines. Alice Hagemeyer, who is responsible for services to the deaf community in Washington, D.C., and who is a deaf librarian, and I were keynote speakers for that conference. During the final full session of the conference, we were able to make some informal recommendations which were voted on and accepted by the persons in attendance. The positive reaction of those persons to those recommendations and the fact that libraries around the country were able to make use of the informal recommendations as a means to increase their services to deaf people pointed out the potential value of formal guidelines.

Because the intended result was always the development of international guidelines, attempts were made wherever possible to obtain the suggestions, advice, and review from the broadest range of peoples. The original outline was distributed twice during the Deaf Way Conference and Celebration in Washington, D.C. The first draft was presented both to International Federation of Library Associations and the World Federation of the Deaf and, again, resubmitted after revision to the same groups as well as to the American Library Association for additional review. From members of those groups, the draft guidelines were passed on to members of local deaf, library, and related professions around the world. The result is a blend of many ideas and perspectives obtained formally and informally from a variety of sources. Because of the interest, talent, and hard work of many people, those few informal recommendations presented to the audience of the first ever Australian conference on library services to deaf people grew into these formal guidelines as adopted by both the International Federation of Library Associations and the World Federation of the Deaf.

The Guidelines, themselves, are divided into five sections covering personnel, communication, collections, services, and program marketing. The reason that the area of personnel was arranged to be first is that it is the most critical area involved with providing services. Regardless of the extent and quality of other resources allocated to library services to deaf people, the success of the service well always be firstly dependant on the quality and attitude of the personnel involved with and responsible for the program. Additionally, communication depends completely on personnel and the primary issue involved with the provision of services to deaf people is that communication often requ-

ires additional effort, knowledge, and patience. The degree to which communicating with any individual deaf person requires such additional skills usually depends on how much of a hearing loss a person has and the age at which the person experienced that loss. Central to an understanding of these individual differences is an understanding of how much of a difference it makes when any individual experienced hisor her hearing loss. Generally, the older an individual is when the hearing loss is experienced, the more comfortable that individual is likely to be with spoken and written language. However, individuals who are born deaf or become deaf before acquiring speech may have difficulties understanding written materials and may have speech which is difficult to understand.

Because of this variation, and the variations in educational approaches, deaf people have been frequently put into various categories under various labels. As librarians, you need to be aware of this variation and of the fact that there are controversies regarding education and communication modes so that you can build comprehensive and impartial collections of materials about deafness and about related materials of concern and interest to both deaf and hearing people. On designing library programs for deaf people, I have found that it is often useful to have one term to encompass all of the persons affected. Therefore, for that purpose, I will use the term "Deaf Community" in this paper to refer to the following groups as a whole: persons who only know sign language; persons who can use sign language and the language of the general public; deaf people who do not know any sign language; people who became deaf as younger adults or as a result of advanced age; hard of hearing individuals; and hearing members of deaf persons' families. Professionals associated with services to the deaf community are also included.

The rest of this paper is devoted to a presentation and short commentary on those particular guidelines which I feel are the most important. Not all of the guidelines have been included because many of them are quite self-explanatory and have been omitted due to limitations on time. As I have already mentioned, those guidelines regarding personnel and communication are the most significant and, of those two areas, the most important one is personnel. The reason I believe the section on personnel is the most important is that the eventual success or failure of any service to deaf people is directly related to the personnel responsible for its provision. Consequently, I would like to start with the guidelines related to this area.

The very first guideline has to do with the level of commitment devoted to this service by the library for it states that:

1 **Responsibility for the development, implementation, and operation of library services to deaf clientele should be assigned to a professional librarian holding the degrees, certification. and/or training pertaining to such professional status.**

This guideline calls for the library's service to be administered by a professional librarian because it is imperative that the same level of service available to the general constituency of the library be equally available to clientele who are deaf. And, in order to achieve this goal, it is imperative that the service receive the attention of a trained, professional librarian. How much of this professional librarian's time should be devoted to the service for deaf people will be determined by the size of the library and the size of the deaf population the library serves. In any case, however, it is important that the responsibility for the service be held by an individual who has the certification, degrees, or training generally accepted as the standard for librarian status in the national professional community.

2 **Library staff should receive training focusing on the issues involved in providing services to deaf people.**

Although this is easily understandable and fairly straightforward, it is often overlooked and the success of the library services is, therefore, put in danger of failure. Training in the special needs of deaf people and in basic communication techniques is very important and should receive serious attention.

3 **When selecting staff to be involved with the provision of services to deaf people, libraries should attempt to employ persons who have or are likely to be able to obtain credibility within the Deaf Community.**

The wording for this particular guideline was especially difficult to write because it touches upon the issue of the level of involvement of deaf people with the service. The chosen wording, after much consultation, attempts to strike a balance between calling for the employment of deaf library professionals and the reality that such persons are mostly not available. Where possible, it would be certainly ideal; however, libraries should, at a minimum, strive to employ persons who have the appropriate background and characteristics which would allow them to accepted by the Deaf Community.

4 **Schools of librarianship should provide training in the provision of services to deaf people as a normal part of their basic curriculum to prepare librarians for their professional qualifications and as a part of their continuing education programs for all levels of library staff.**

This is self-explanatory, however, it is important to note that, in conjunction with the guideline immediately following, this guideline calls for the library profession, through its professional schools, to take the leadership role in preparing all new members of the profession for working with deaf clientele.

5 **Each national library association should establish a group within its structure which would function as that portion of its membership focusing on the provision of library services to deaf people.**

Such a group will allow those members of the profession involved with provision of services to deaf people to interact with each other and to share their experiences. This kind of national structure would allow the group to formally propose national guidelines to the formal association and also to prepare training and awa-

reness programs to promote services to deaf people across individual nations.

6 **Libraries having responsibilities at the national level, or where applicable at an appropriate regional level, should establish an office or department responsible for provision of advisory and consultation services to all libraries within their geographical boundaries in order to assist them in the provision of services to deaf people.**

National and regional libraries should function as the model for the provision of services to deaf people and can provide the formal network for the distribution of ideas, techniques, and latest advances. In partnership with the professional associations, national libraries can provide the leadership and assistance necessary to ensure quality service to deaf people throughout the country.

The second section of the guidelines is on the subject of Communication and, aside from reinforcing the requirement noted elsewhere that staff receive proper training and a guideline regarding the use of interpreters, that section focuses almost entirely on the use of technological devices. Because each of the guidelines related to the use of a particular technological device is so very self-explanatory, I will not dwell on them here except to note that this particular use of technology is not available in many parts of the world and should be disregarded where that is the case. However, the spirit of the guidelines in this section is clear and that is that libraries should make use of whatever appropriate technological aids are available to provide the best services to their deaf population.

The one remaining guideline in the section on communication which I would like to note is the one regarding the use of interpreters. That guideline states that:

* **Libraries should offer to provide sign language interpreters for all library sponsored programs.**

The reason for this is that libraries generally offer library- related programs which are open to the public, e.g., bibliographic instruction, research workshops, story telling for children and also for adults, and so forth. Also, libraries are often major cultural and social centers within their communities and offer a variety of programs which are interesting to the community. Sign language and/or oral interpreting (lip speaking) of all such programs should be offered so that the deaf members of the community can share equally in the benefits of such library service.

The last major area I wish to cover in depth has to do with library Collections. Libraries should be aware of the subject areas of interest to deaf people and also they should be aware that, especially in the case of deafness prior to speech acguisition, many deaf people have reading difficulties which should be taken into consideration when selecting materials for this group. Also, libraries should strive to build, as in all subjects; bias-free collections on deafness and, in order to do this, librarians must be aware of the controversies involved with deafness.

In acknowledgement of the reading problems some deaf people experience, one of the guidelines in the area of collections states:

* **Libraries should assemble and provide access to a collection of high interest/low reading level materials of interest to deaf people.**

The reason for this is that, for many deaf people, mastery of the oral and written local language is very difficult. Libraries should build and actively maintain a collection of high interest materials which are written purposefully with direct and simple vocabulary and which are heavily illustrated where appropriate so that they may be easily understood by people who have yet to gain full mastery of the local written language. This group includes many deaf people as well as people from other linguistic minorities and successful materials in this category are often referred to as "easy to read" materials.

Additionally, regarding the development of collections which are free of bias:

* **Libraries should collect, maintain, and offer information about educational options, referral agencies, and programs for deaf people in a wholly unbiased fashion.**

For many years, the methods employed in the education of deaf people and related to their modes of communication have constituted areas of intense controversy and competition. Libraries are in the unique position of being able to provide comlete information from an impartial and dispassionate perspective. Specifically, because they are in this position, libraries then also have the responsibility to exercise caution in ensuring that they collect materials from all viewpoints when building collections in the area of deafness.

There are two additional areas of guidelines which I have not mentioned yet at all and will not cover in this presentation because of time considerations. I would like to note them,however, so that you may be aware that they exist. The two areas are Service and Program Marketing. Basically those guidelines related to service state that all of the library's collections, services and programs should be made available to those members of the community who are deaf and that those same deaf members should be involved with the design and evaluation of the service. The main point of the last section of the guidelines, Program Marketing, is that it is the responsibility of libraries, themselves, to aggressively encourage deaf people to use their services. Because people who are deaf from birth or from a very early age often have difficulties reading and because libraries have generally not recognized their responsibility to provide services to deaf people, it is too easy fall into the trap of thinking that since my deaf community does not use my library, I do not have to provide services. Rather, libraries need to recognize that a tradition of "non-use" provides a particular challenge to both deaf people and library personnel to overcome their fear of each other. For many deaf people, the fear of libraries has been of the countless books filled with language always so hard to understand; and, for librarians, the fear has been of not knowing how to communicate.

Yet, these barriers can be overcome. Libraries can collect materials of interest and value to deaf people and provide an atmosphere in which they may be freely and comfortably used. The challenges involved with communicating with deaf people can be overcome easily, without the necessity of learning sign language, by using notes, gestures, or lip reading. Nonetheless, this fear of communicating with deaf people is often the greatest barrier to the establishment of a library service. Because of this and because the very underlying reason I have undertaken these guidelines from the beginning is that I am convinced of the positive and enriching effect which libraries can have on the lives of deaf people, I would like to close my presentation with an observation and a bit of advice which I believe may aid in the development of such library service. The observation is that as librarians in the mighty halls of our profession, i.e., libraries, we are used to being in control of the process of communication. This is the library... we are the librarians... we are "in charge" and it is difficult for us to give up that control. So when we are faced with a client who is deaf, we feel that we should know how to control the communication process, Because we do not know what to do, we tend to shy away from the entire adventure. A better way to view this situation is to understand that, while we are not used to communicating with deaf people, communicating with hearing people is a daily process for someone who is deaf. They have already found out which method works best for them and the intelligent yet simple thing for us to do is to ask them how to proceed.

Libraryservice for Multiculture Groups in Dutch Prisons

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1. INTRODUCTION

1.1 Migrant movements

Most of the western societies have many immigrant groups from many different countries. This is a parallel development in most western countries. During the last ten years there was an explosive increase in the number of immigrants. Several reasons can be given for this:

- Rich countries became richer and poor countries became poorer. Many people from poor countries try to build a new life in the richer countries. If they are not accepted in the new country they are often imprisoned before they are deported.
- People from the former "colonies" from the various western countries decide to go and live in the "mother" country.
- Many people have to flee their country of origin for political or economical reasons.
- The western countries import people from third world countries as cheap labor.
- For many various other reasons (family reunion etc.) These migrant movements also have a big influence upon the population in the western societies. Especially in the big cities where the multicultural societies tend to group together.

1.2 Building a new life, to go to a new country can be a great adventure if you are well equiped.

But if you have to go to a new country because you have to flee from an oppresive regime or because you cannot live in that country any more for economical or political reasons it is very different. It means, in general, that you come to your new country with totally empty hands. Having no money, no roof over your head, no work etc. and coming from a completely different culture and often not able to speak the language of the new country you can be quite lost. Only the strong person can make it without help. These can be reasons why there are so many foreigners in our prisons.

1.3 Populations in Holland

Holland has a population of:	15.000.000 people
Multicultural groups:	700.000 people

Immigrant groups

In Holland there are many immigrant groups. But with a difference. For instance there are hardly any foreigners coming into Holland who already speak Dutch. This is not necessarily a fact for English and French speaking countries.

Immigrants from the former Dutch colonies.

People coming from the (former) Dutch colonies (Indonesia, Surinam, New Guinea and The Dutch Antilles generally speak Dutch when they come to Holland.

The twelve most important immigrant groups in Holland are:

1. Surinamers (Dutch)
2. Turkish
3. Moroccan
4. Antillians (Dutch)
5. Molukkans (from Indonesia)
6. Spanish
7. Italians
8. Jugoslavians
9. Portuguese
10. Greeks
11. CapeVerdians
12. Tunesians

Refugees (many nationalities)

2. PRISON POPULATION

2.1 Introduction

Prisons are, I think, worldwide and I am sure in the western world, a melting pot of cultures and languages. Prisoners are not only condemned to their sentence but also have to undergo their sentence with people they certainly didn't choose to be with. It is a good idea to bear this in mind. It is already very difficult for most of the prisoners to undergo their sentence and to lose their freedom. To be cut off from their homes, their lovers, their children and... often to be cut off from their home-country, which includes their own culture and language! This is probably the most difficult part of their penalty. When I speak about prisons I mean also to speak about remand houses and all other places prisoners or inmates are confined. In prison one can observe exactly which new groups there are in a country. In Holland we start already to find out where we can buy books in the language of a new immigrant group before even one person of that nationality is inside the prison, so sure are we that this situation will not last long. That is simply the experience we have. The growth of international criminality especially around drugs is also a reason for the increase of the multicultural groups in prison.

2.2 The prison population in Holland.

The prison population changed completely in ten years.

The prison population in Holland:	**1990**	**1980**
Number of inmates	8.000	3000
To be divided into the following groups:		
Foreigners (1990: 79 nationalities)	3.500	600
Ethnic minorities who speak Dutch	2.000	200
(The majority is people from the original Dutch colonies and second generation immigrants)		
Native Dutch	2.500	2200

The prison population increased sharply and also the number of multicultural groups amoung the prisoners.

The first twelve imprisoned immigrant groups in Dutch prisons of non-Dutch origin are:

1. Marrocans
2. Turkish
3. Surinamers
4. Columbians
5. British
6. Belgian
7. Joegoslavians
8. Lebanese
9. French
10. Italians
11. Spanish
12. Pakistanis

Altogether there were in 1990 in the Dutch prisons 79 nationalities speaking/reading ca. 40 different languages.

Only six out of the prison population groups also belong to the main immigrant groups in Holland.

2.3 Isolation

In prison people from other cultures than that of the country in which they are now living and especially if they speak a language which is seldom heard in prison can become very isolated when there is nothing to releave them from this. There can be many reasons:

- they don't understand the language and therefore cannot communicate with other inmates or with the personnel;
- television and radio programmes are not in their own language;
- the psychologist, social worker, priest etc. often cannot speak their language, so they don't even have the same help that the other prisoners have; which means their position actually becomes more difficult;
- their relatives usually live far away and they will therefore have hardly any visiters;
- they cannot be involved in a prisoners discussiongroup because of their lack of language knowledge;
- they cannot read the books, magazines and papers in the prison if they are not in their own language.

If these people are not adequately helped to get literature and magazines in their own language they can suffer seriously from isolation.
The library begins then to play a very important role in the life of people who may never before have been in their whole lives in a library. They may even come from a culture where libraries are certainly not common and perhaps they never seen a library. Sometimes it is even difficult to explain what it means to "borrow" a book.

SO THIS IS WHERE OUR TASK TOWARD

THESE PEOPLE BEGINS!

2.4 Other types of multicultural groups

It may be rather obvious but the library service is also very vital to other types of multicultural groups:

- to people who perhaps can understand the national language, but cannot read the language properly;
- to people who can read the national language but are from a very different cultural group;
- to people who can read the national language but who want to learn about their culture of origine (e.g. second generation immigrants);
- to people who want to learn and people who are interested in foreign culture in general.

3. LIBRARY SERVICE IN DUTCH PRISONS.

3.1 The legal basis

This year it is exactly 150 years ago that the Minister of Home Affairs in Holland made and published a law in which each correctional institute received the obligation to have a library for the prisoners. This law was renewed in 1952 and 1971 and added the right foe each prisoner to *use* the library at least *once a week*.

If reading is so important for each inmate (in our remand houses the library is used by 95% of the prisoners and in our prisons 80% of the inmates regularly use the library), reading for foreigners will be even more important especially if he speaks a language which is seldom heard in prison.

3.2 The library service

International:

- The Dutch prison service is member of IFLA

- The Dutch prison service is a member of the European Prison Education Association (EPEA) (this includes prison-libraries).
- The National Library Adviser is chairperson of the IFLA Workinggroup on Prison Library Service and
- Member of the IFLA Standing Committee of the Section on Library Service for Disadvantaged Persons.
- The Educational Adviser of the Dutch Prison Service is a member of the Board of EPEA.
- A Dutch prison librarian is also a member of the same board.

Why mention these international memberships? Because and that may be obvious, to show that the Dutch Prison Services takes Prison Library work seriously enough to support these activities (also financially), and I think this that is important for the status of the work and also for the status of the librarians! I think it's worth while to put energy in this kind of membership because it has a close connection with the position of the libraries within the prison world and within the libraryworld. In the national and internations libraryworld it is seen that prison libraries seriously take part in the discussions about librarywork in general and about prison librarywork in particular.

National:

- The prison libraries are supervised by the national adviser for prison library affairs.
- All prison libraries are member of the Dutch Centre for Public Libraries and Literature.
- There is a netional advisory board for prison library service. In this board three representatives of the Ministry of Justice and two representatives of the Dutch Centre for Public Libraries have regular meetings.
- Prison libraries are working on becoming a member of the Dutch Section on Librarywork for the Disadvantaged.

FOR THE NATIONAL POSITION OF THE PRISON-LIBRARY WORK IT IS ALSO VITAL TO BE REPRESENTED IN THE MOST IMPORTANT NATIONAL LIBRARY ORGANISATIONS!

Organization of the prison-libraries and the prison-librarians:

We talk about:

- 79 Prisons, remand houses, juvenile detention centres.
- 67 prison libraries for 8000 inmates
- 102 qualifired librarians working in the prisons.

Altogether these librarians have 70 full time places. The prisons in Holland are organised in 4 regions and so are the prison libraries. The librarians have meetings three times a year meetings which the collegues from their region (about 25 librarians in each region). Once in about two years there is a two-days study conference for all the librarians. The National Library Adviser the workinggroup on General Prison Library Affairs organizes these conferences.

Workinggroups:

In addition to these meeting etc. there different workinggroups involved with the development of the prison library work. These workinggroups are supervised and chaired by the national adviser:

- Workinggroup on General Prison Library Affairs;
  - organizing meetings, conferences;
  - development of the prison library service.
- Workinggroup on Prison Library Automatization;

About 40 libraries are working on automatization of their own catalogues. They all use the same library software and this workinggroupsupports and supervises this process. The working-group is also involved in discussions with the public libraries on supplying prison libraries with on-line connection on their catalogues.

- Workinggroup on Public Relation. This workinggroup is working on the development of public relation materials about prison library work.
- Workinggroup on Guidelines. Guidelines were developed 5 years ago. This group is working on revision.
- Preparatory-committee for the celebration of 150 years Prison Libraries in the Netherlands.
  A Celebration with a big conference and receptions and many activities for the inmates. A celebration collection will be published and an exhibition about prison librarywork will be presented during the conference and will after the conference start to travel along all the public libraries.
- Workinggroup on libraryservice to multicultural populations. This workgroup works out many plans to improve the libraryservice to foreigners, in chapter 5 there will be given more information about this workingroup.

4. The prison librarian and foreign readers

We expect our librarians to speak good English and German and to understand and speak fairly good French. For the librarian in a prison with many foreigners handling the public is a very intensive task. Speaking different languages during the whole day and switching from one language to another is not easy but necessary; most foreigners don't speak Dutch. But, at the same time, all these cultures and all these languages are the fascinating thing about the work.
Foreign collections in the individual prisons:

- All the libraries who regularly have foreigners in their peison have at least 8 different foreign languages.
- All the prisons who always have foreigners have at least 12 different languages in their library-collection.
- All the prisons who have more than 50% of their population from other countries have library-collection with 15-20 foreign languages.
- Some prison-libraries have even more languages (up to 36!). In addition to this the libraries can borrow foreign books from:
- the public library
- the provincial library
- the National Public Library for foreign languages.
- all other types of li[illegible]s which are useful to us. But the foreign collections of these libraries are often not the answer to the reading wishes of inmates.

Our readers want:

- Fiction books from their own national writers literary and pulp.
- Translated fiction books, world literature.
- Non-fiction books about a great variety of subjects.
- Comic books.
- Papers, magazines music etc. from their home-countries and in their languages.

The public libraries (and the other specialist libraries) are mostly only collecting literary books from national writers, not translations, not comics, not non-fiction. That is why we for have to make our own collections.

5. THE LIBRARYWORK FOR MULTICULTURAL GROUPS.

Librarywork for so many different languages and cultures is very complicated and expensive. That, two years ago, was the reason to establish a *"Workinggroup for library-service to multicultural groups in prison"*.

This workinggroup goals are:

- To develop a better library service for multicultural groups in the correctional institutes.
- To make more profit out of the existing collections.
- To make a better use of the available money.
- To make a better use of the developed knowledge.
- To spread the work and concentrate knowledge.
- To make a network of points of support for foreign languages.
- To make a better communication possible through automatization of the catalogues. Using the same software makes it *at least* possible to communicate with discs.

The workinggroup projects are:

- inventarisation of the foreign collections in all the prisons (finished per November 1990);
- sending out a questionnaire to all libraries with foreign collections asking them if they want to become a point of support for certain languages (and in which languages) and give service to all the other prison-libraries (finished December 1990);
- making a network of all the points of support for all the languages (finished January 1991);
- publishing the list with the points of support and develope regulations for the interlending (finished February 1991);
- making the collections available to all the libraries by automatization of catalogues (we are still working on this project).

17 Prison libraries out of 67 are now for one or more languages a point of support for the whole country (realized March 1991). These "points of support" get extra collections from a central budget.

Example

If a library is a point of support for "Chinese", this library collects all kinds of materials in Chinese or about China:

- Chinese reference and dictionaries
- Chinese books fiction and non-fiction
- comics
- Chinese music, videos, games, maps etc.

but also

"Knowledge" about many aspects of collecting Chinese materials. Other librarians can use this library and this librarian for their own reference. They can find information about:

- Chinese publishers catalogues
- adresses of Chinese bookshops etc.
- Adresses of Chinese cultural/educational organisations outside prison

All the other prison libraries can, if they need materials (next to their own materials), lend them free from the point of support. This library and thus the librarian (and perhaps one or two more libraries) is the specialist in Chinese and perhaps in some other languages.

MAKING THIS WORK MEANS THE POINTS OF SUPPORT WILL GET EXTRA MATERIAL FROM THE NATIONAL BUDGET FOR THEIR COLLECTIONS!

The workinggroup is also involved with:

- Making the decision as to which languages needs extra support from the national budget.
- Being of practical help buying the languages.
- Advising before going to the Frankfurt Bookfair.

6. CONCLUSION

Although in Holland there has been a good start to providing a better library-service to multicultural groups in prison, the service will never be the same as for the readers of the national language. The foreign readers will allways be in a less good position and will have therefore a more difficult stay in prison, it is a good idea to bear this in mind!

What to do about it?

This makes it very fair to spend, if it is necessary to make a choice, more time and money on the library-service for the foreign groups. The utmost must be done to have a good service.

There should also be made efforts to bring cultural/literary and educational activities from the cultures of the different groups. This could mean that more understanding for each other culture will develope and that would mean be a very great succes!

Internationally it is also possible to do more to work together. Maybe by exchanging stock in one way or another. In IFLA this could be a next project to work on in the working-group on prison library services.

In the workinggroup on prison library service we need many enthousiatic members, so to-day you can decide to come and join the IFLA workinggroup because:

A
BETTER LIBRARY-SERVICE
IS
A NEVER-ENDING STORY!!!!!!

Soviet Book Lovers for Disadvantaged Persons

Sergei Shuvalov
First Deputy Chairman of the All-Union "Kniga" Society, People's Deputy (MP), Moscow, USSR

Dear ladies and gentlemen, Comrades!

It is difficult to overestimate the role of books in the life of human society. This has been pointed out by outstanding personalities of all times and nations. This is also confirmed by our own experience. We know well that the book is an important source of information on various problems of history, theory and life practice. But its importance does not consist only in this. The book exerts enormous influence on man himself, his development and the determination of his fate. "The book does not contain only the past," Alexander Herzen, the great Russian democrat, pointed out. "It is a document by which we are introduced into the possession of the present, into the possession of the whole sum of truths and efforts found by sufferings and sometimes covered by bloody sweat. It offers a programme of the future."

It is impossible to overestimate the role of books in the moral and aesthetic education of man, in the shaping and development of his moral qualities, such universal human values as honesty, decency, love and respect for people, the striving to help those who need it, the readiness for self-sacrifice, that is, everything which can be called by one word — mercy. "The boundless faith in the educational power of books is one of the truths of my pedagogical faither," wrote Vasily Sukhomlinsky, the distinguished educationist.

One cannot disagree with this. As man reads a wide panorama unrolls before him — ever new pages of the history of human society, lives of individual people, their merits and demerits, successes and defeats, mistakes and actions worthy of being repeated. The reader adds the centuries-old experience concentrated in books to the experience of his own everyday life and the life of those who surround him. In a word, the book ennobles man, makes him better, kinder, more clever, and more capable of brining benefit to people.

At the same time, the book can bring back to man the lost feeling of dignity, of usefulness for people, evoke the interest in literature and art. The communion with the book is for many people the communion with an interesting man, especially when such man is not always nearby.

This felt particularly keenly by people suffering from an illness, who are restricted in their opportunities. Many of them are doomed to partial or full immobility, to the world limited by four walls because of natural factors, war, diseases or misfortunes. The book for them is often the only window on the wide world, their friend and adviser, an interlocutor and doctor and the word "to read" is tantamount to the concept "to live". Such people are among us, often in the same house, in the same section. They need our attention. To provide adequate assistance to them is our primary human duty while for those who by the character of their lives and activity are directly linked with the books this is their direct duty.

All said above is fully true of the All-Union "Kniga" (Book) Society which is represented by me. This organization has a membership of 19 million book-lovers. Striving to give assistance in popularizing books among invalids, the Central Board of the Society has announced the nationwide action "The Mercy". Our appeal to all book-lovers of this country has pointed out: "We can so that there will be not a single ill-fated person near to us. We should give our attention to them, to take care of the ill-fated. We book-lovers can and must help them to acquire at least a part of lost joys of life, to bring them back the faith that they are members of society who enjoy all rights. This can be done through the book, with the help of the book."

Responding to this appeal, book-lovers have actively got involved in the noble cause of helping disabled persons, using for this such forms as the delivery of literature to hospitals, invalids' houses, children's houses, and boarding-schools free of charge, constant patronage of them, the service of invalids at home, etc.

Already now over 20 million books have been transferred free of charge from personal collections of book-lovers to libraries of hospitals, houses for the aged, children's houses, boarding-schools and state libraries through the efforts of the All-Union "Kniga" Society.

Rhe participation of book-lovers in providing aid to people who have suffered from earthquakes and the Chernobyl ecological disaster has been a vivid manifestation of charity. Millions of roubles were earmarked for this.

Members of the All-Union "Kniga" Society have sent a million roubles to the account No. 904 to the fund of aid to people who have suffered from the accident at the Chernobyl nuclear power station, have handed over to them — free of charge — a portion of their private collections of literature. For instance, activists of the "Kniga" Society in Uzbekistan have sent to victims of the Chernobyl accident a library of 8,000 volumes. Book-lovers of some regions of the Ukraine have collected 250,000 books. They have opened 70 new public libraries

in temporary housing areas, military units, collective farms and state-run farms. A public library has opened for the means of the Ukrainian Society of Book-Lovers directly in the Chernobyl zone — in the town of Slavutich. Book-lovers of the Russian Federation, Moldova and Azerbaijan have sent thousands of books to work collectives and soldiers of the Soviet Army engaged in the elimination of the consequences of the disaster. The family of the Brauns-Antonovs from the town of Chekhov (Moscow Region) has sent 300 children's books to people wo have suffered from the Chernobyl accident. This list can be enlarged.

Activists of the Society render selfless aid to residents of regions of Armenia, Tajikistan and Georgia who have suffered from earthquakes. Soviet people remember destructive quakes in Kairak-Kum and Khodzhent (Tajikistan) which occured several years ago. All organizations of the "Kniga" Society have responded to that disaster. As a result, public libraries set up by book-lovers appeared amidst tents and trailers where people hit by the quake lived. More than 10,000 books have been sent to the city of Spitak (Armenia), funds have been earmarked for victims of the earthquake in the Gorno-Badakhshan Autonomous Region (Tajikistan).

Such form as patronage over hospitals, clinics, invalids' houses and other establishments for war and labour veterans is widespread in the all-round activity of organizations of the "Kniga" Society.

Help to disabled persons and participants in the Second World War is given under the motto "Present an Ill Person with a Book". Interesting experience has been accumulated in this feld in the city of Tashkent. Nine book-lovers' clubs help the Tashkent military hospital. A public library has been established here. Book-lovers show interest in the needs and requests of veterans, regularly provide them with books and organize various undertakings.

In the Tashkent boarding-house for senior citizens many of whom are war veterans young book-lovers are on duty, books are read out, meetings with writers are held, and concerts are given. A public library functions in the boarding-house. About 900 books have been handed over to this library's book stock.

Over 3,000 books have been received by the hospital in the Solnechnogorsk District of the Moscow Region where veterans of the Great Patriotic War undergo medical treatment. These books have been sent to them by activists of the "Kniga" Society of some districts of the Moscow Region.

A lot of similar examples of care taken of veterans can be given. This care arouses gratitude by people, instill in them the confidence that they are not alone, that they are surrounded by friends who are always to come to help.

Not long ago the Central Board of the "Kniga" Society held a news conference with soldiers and officers who had returned from Afghanistan and who undergo medical treatment in the Main Clinical Hospital. Sets of books by Soviet writers were handed over to them in memory of the meeting.

We know well the role played by books in the life of the rising generation. This compels librarians and all those who are engaged in the distribution and popularization of literature to bear particular responsibility. In our complex and stormy age when children, like adults, are subject to the impact and, I would say, pressure of various mass media, including radio and television, as well as cinema, sound (audio) and video facilities, assistance to them in the familiarization with literature acquires special topicality.

This is taken into account by book-lovers in whose activity problems of co-operation with schools, children's houses, boarding-schools and other children's establishments figure prominently.

Special attention is given to the aid to children suffering from various physical defects, ill and disabled children. Effective work in this fields is carried out, for instance, in Kazakhstan. Activists of the "Kniga" Society of the East-Kazakhstan Region set up from their private books eleven libraries, presenting these books to children's houses which accomodate children with deviations in mental and physical development, to auxiliary boarding-schools and children's sections of hospitals. These are mainly books needed for studying school curricula, books for home reading, books of classics of Kazakh literature and children's books.

In Uzbekistan young book-lovers from the city of Margilan presented inmates of a children's house with 1,000 books and on birthdays a gift — a book with a presentation inscription is handed over to each of the children. The Board of the Andizhan Regional organization of the "Kniga" Society finances a children's house, renders it methodological assistance and complements the house's library with books each quarter. Due to the fact that some children's houses and boarding-schools have no permanent libraries Uzbek book-lovers establish there public libraries and library stations.

Children receive with great joy the manifestations of care taken of them. I have felt this, taking part in the action of the transfer of books to a kindergarten for ill children. These books were collected by the organization of book-lovers of one of Riga's large enterprises. One should see the eyes of the children! These eyes radiated joy when they looked at these excellently illustrated works of fiction which came as gifts to them from families of book-lovers which were bought by our Society. Such events are unforgettable! Each such meeting is remembered for long as a great occasion. It should be added that book-lovers come to children not only with books, but entertain them to meals and present them with toys.

I would like to tell here about anouther form of contacts with people suffering from serious and sometimes incurable diseases. This is taking individual care of them.

I mean invalids since childhood, disabled soldiers and workers with complete or partial immobility who cannot move independently or who move with great difficulties. Activists of our Society carry out systematic work with them for many years already. Here are some examples.

On the initiative of the Moscow city organization of the "Kniga" Society the permanent book service of

disabled persons has been organized in Moscow directly in flats where they live. In the Moskvoretsky District in the capital book-lovers have gone still further — they not only bring books to disabled persons, but also provide them with foodstuffs, medicines and, which is the main point, support them morally. Students of the library college help 33 disabled persons residing in that district. Staff members of the All-Union "Kniga" Society provide to two veterans of the Second World War, one of whom has been bedridden for 45 years. They come to veterans, speak with them, present them with books. There are many such examples. Disabled persons are grateful to book-lovers for this help. I would like to quote some of their statements: "A kind friend has come to my house who not only soothes... but also provides allround assistance", "Despair has retreated, I struggle for life again," "I don't know what helps me more — a medicine or boundless human sympathy," etc.

I would like also mention such a splendid initiative of activists of our Society as the opening of private libraries for public use and, primarily, for those who live nearby and who cannot move at large distances due to poor health. This form of contacts with people is widespread in this country and the turnover of books in such libraries is sometimes higher than in some state-owned libraries.

In this respect the experience of Kurbonaliyev, chief of the educational department of one of rural schools in Tajikistan, deserves attention. One hundred inhabitants of the kishlak (village) where he lives use his private library consisting of 2,000 volumes. They include disabled soldiers and workers, pupils of the local school, students of extramural departments of institutes and technical secondary schools. The library enjoys great popularity not only in the kishlak. Residents of other regions of Tajikistan, including farmers, students and teachers display great interest to this library. The collective farm where Kurbonaliyev works has rated high the book-lover's activity: a special house has been built for him which has enough space for a library and a hotel for those who arrive there.

And one more example. The Demichev teachers' family lives in the old Russian sity of Kursk. More than 1,000 readers use their private library, which contains 20,000 books. A reader's card is prepared for each who uses the library. There is a special card file for invalids since childhood, disabled soldiers and workers. Particular attention is paid to them. Young readers — children — serve as book pedlars providing disabled persons with literature. They regularly visit invalids, bring books to them, take away books which are already read, and, thus, maintain their constant links with the library. The Demichevs, who are pensioners, do not limit themselves to library activity. They constantly replenish their book stock, spending on the acquisition of literature one of two pensions received by them and present ill children with books. This relates not only to children who have suffered from earthquakes, but to all who need books. I think that other people will follow this example.

It is worth noting that taking care of providing disabled persons with literature we strive to reveal their interest in these or those editions. With the aid of the newspaper *Knizhnoye Obozrèniye* (Book Review) which is published by our Society we find out disabled persons' interests, their needs in literature. The results of such polls are handed over to publishers who take them into account in practical work.

In this connection it should be pointed out that in many cases books help disabled persons in their socially useful working activity. Great work in this area is carried out, for instance, by Yevgeny I. Kolesnik from Moldova. Having opened his library for public use, he provides 40 disabled persons with literature on folk handicrafts and fancy-work. He is engaged in this activity for many years. These books help disabled persons to make relevant handicrafts at a higher level.

The socially useful activity of disabled persons find also its expression in involving them in the design and output of literature. For these purposes the Central Board of the "Kniga" Society renders assistance to disabled persons in acquiring the desk machine-tool for binding and restoring books in house conditions.

I want to inform you that at present our Society has started publishing the journal *Beregínya* dealing with various aspects of the activity of book-lovers, with their positive experience. So far only one issue of the publication has come off the press, and the second issue is under preparation. We shall do everything to preserve and develop on the pages of the journal the best traditions of our people, including care over senior citizens and ill persons.

Dear participants in the Congress, I have informed you about the modest experience accumulated by Soviet book-lovers in helping people who are physically and spiritually limited in their vital activity. Of course, all positive results gained by us are due to the fact that we are not a lone, that we work in contact with such prestigious organizations as the All-Union Charity and Health Funds, the Culture Fund and Lenin Children's Fund. In our activity we rely, first and foremost, on libraries of this country since we are united with them by common tasks and pursue the same aims.

Today the Culture Committee of the USSR Supreme Soviet whose member I am is working on the draft law on the library service in the Soviet Union. It envisages stipulations stimulating book-lovers' participation in joint work with libraries in helping ill people, disabled persons and senior citizens. I believe that the present forum will open new opportunities for our fruitful co-operation.

In the noble activity which is so needed by people the study of the experience of similar organizations of other countries is of great use for us. In this connection I would like to mention the Reading Fund in Germany. The "Reading City" organized by it at the Annual Book Fair in Frankfort on the Main attracts attention of many visitors. The Netherlands Centre of Popularization of Public Libraries and Literature headed by Mr. Remer, carries out useful activity. A prominent role in popularizing literature belongs to the European Committee of the International Reading Association headed by Mr. Schneck. Regrettably, I am unable to give the

names of all our colleagues — book enthusiasts. The use of their positive experience will, no doubt, help in the further improvement of our work.

A lot of problems faces us. One of them is to work for the accessibility of literature for broad sections of the population and, primarily, for its weakest part, i. e., disabled persons and pensioners. The striving to make books accessible to people in price is the development of noble traditions coming from Ivan D. Sytin, a prominent Russian enlightener and book publisher. Incidentally, this thesis was included in my election programme when I conducted my compaign as a candidate who ran for people's deputy seat in Parliament.

The situation is poor as regards literature for teachers working with children having deviations in mental and physical development. We would be grateful to our foreign colleagues for possible assistance in solving this problem.

Our duty is to exert influence on working out and implementing the building plans for cities and villages. So far these plans do not envisage the creation of adequate conditions for the life of disabled persons. Unfortunately, up to now the approaches to shops, libraries, museums and other buildings are constructed with steep steps which complicate the access of disabled persons using wheelchairs.

But we should not be pessimists. Life in this country is noticeably changing. Institutions of state power increasingly turn to man, to meeting his social and cultural needs. I believe that in a few years we shall be able to say about this more.

In conclusion permit me to express hope and confidence that librarians and book-lovers will do everything possible through joint efforts to raise the role of books in the life of human society, in popularization and cultivation among people the respect for elders, the striving to help the ill and weak, love for other people, justice and good.

Library Servicing of the Blind in the USSR

A. D. Makeyeva
Director of the Republican Central Library for the Blind, USSR, Moscow

In this country there are more than 350,000 eyesight invalids a large part of whom (204,000) live in Russia. To provide the blind with books special libraries have been set up. They are incorporated into a single state system of the USSR's libraries.

The subordination of special libraries in constituent republics relies on different bases. In Latvia, Uzbekistan, Kazakhstan, like in Russia, they are subordinated to Ministries of Culture. In the Ukraine, Byelorussia, Lithuania, Estonia, Turkmenia, Georgia and Armenia such libraries are kept by republican Societies of the Blind. The largest centralized systems have been established in the Ukraine, Kazakhstan and Uzbekistan.

In Russia the state network has been functioning since the mid-1950s. At present it incorporates 69 regional special libraries, 140 branches of them attached to educational- production enterprises of the Society of the Blind, 980 library service points set up at places of residence, edication, medical treatment and recreation of the blind.

The Republican Central Library for the Blind (RCLB) situated in Moscow is the largest library servicing the blind in this country. It has three complexes of departments: these are departments of servicing which are directly linked with readers, scientific departments engaged in research, methodological and publishing activity and departments ensuring library processes. In addition, such specialized departments as typhlobibliography, typhlotechnical facilities, recording and multiplication of «talking» books and the art department can be classed as the leading departments of the library. The staff of librarians is 93 persons. The RCLB services 15,000 readers a year.

The All-Russia Society of the Blind (ARSB) renders considerable financial aid in the acquisition of books, library equipment, construction and the installation of technical facilities in thebuildings.

All blind people and people with weak eyesight, both children and adults, members of their families, specialists working in the system of Societies of the Blind, as well as scientists from various research and education establishments dealing with the problems of blindness, typhlology and social rehabilitation of eyesight invalids can be readers of libraries for the blind. Persons who cannot use ordinary libraries due to their health conditions and need «talking» books also use the services of special libraries.

As a rule, a regional library consists of the book lending section, a reading room, an accession and literature processing department and a department of non-stationary service. The complex of these services is sufficient for the adequate provision of readers with necessary literature, for the creation of a reference-retrieval system servicing the book stock, for arranging the bibliographic and information service, as well as the service of reading of the planographic text with help of a librarian-reciter. All readers of the library can use the services of the reciter. The priority in this respect is given to such categories of readers as blind specialists, students of higher and secondary educational establishments and post-graduate students.

Libraries possess a sufficient number of cassette and reel magnetic taper recorders of trademarks «Proton», «Legenda», «Astra» and «Elfa». Devices are given to invalids through Societies of the Blind» on privileged terms. Some categories of invalids receive them free of charge. The blind are offered an opportunity to listen to Soviet-made four-track talking books both on speeds 2.38 cm/sec and speeds of 4.76 and 9,5 cm/sec.

Technical facilities of libraries, including the RCLB, incorporat Braille and planographic typewriters, dictaphones, calculators with the speech and tactile output, Braille personal computers of the types «Versabraille», «Optacons» for reading planographic texts. Readers can obtain these devices for work freely for temporary use.

Each central library has automobile transport or means for its lease. Automobiles are used for the delivery of literature to library points and branches, post-offices to send it to readers of the lending by correspondence departments. But, first of all, automobile are used for the delivery of Braille and talking books to those readers who for some reasons cannot attend libraries. In the main these are people on in age, the blind, those who have additional invalidism, etc. In Russia alone books are delivered to over 5,000 disabled due to poor eyesight.

The Central Library sends books by mail to residents of various regions of constituent republics, of far-off cities of the region and rural areas. Public libraries also take part in this activity. Mail rules envisage the sending of books free of charge to the blind and persons with poor eyesight. Libraries pay the sending of books by mail from funds earmarked for these purposes.

Interlibrary lending is widely used in the book service for the blind. The reader can request materials of interest to him (her) from any library of the Soviet Union via the closest special library or any other library whose reader he (she) is. For instance, the readers of the RCLB use through interlibrary lending the services of the major libraries in Moscow — the Lenin State Library, the State Public Historical Library, the libraries of the Moscow State University and the Conservatoire, etc.

International interlibrary lending is used. Special libraries send by mail relief-dot and talking books in Russian to eyesight invalids living abroad. Readers of Britain, Australia, Bulgaria, Canada, Poland, Czechoslovakia, Spain, France and the United States have used the services of international interlending.

In the Soviet Union more than 20,000 children are taught at boarding-schools for the blind and children with depraved eyesight who are provided with books mainly through libraries set up at schools. Regional and special libraries provide children with books on the patronage basis, organize joint recreation. This is very important because pupils of such schools are potential readers of libraries for adults.

There are 8 million books (relief-dot and planographic types recorded on magnetic tape) in the total stocks of all libraries for the blind. Relief-dot literature helps the blind to master the ABC and for persons who are both blind and deaf this is the only means of cognition.

The production of books for the blind and for persons with depraved vision has been organized in the USSR. Braille books in Russian are issued by the Prosveshcheniye (Education) Publishing House in Moscow. This publishing house has a specialized department of Braille literature. The annual volume of the production of Braille books, magazines and collections has reached more than 300 titles. This is educational, reference, popular science literature, fiction, children's literature and books for those who begin studying the Braille type.

In producing educational, scientific and social literature by the relif-dot type use is made of the international system of designations for the blind for mathematics, physics, astronomy and chemistry.

Braille musical literature is issued also in keeping with international standarts with the use of various reference publications — such, for example, as «The Reference-Book for the Brail Music System», «Recording of the Music according to the Braille System», etc.

In the Soviet Union several authors' systems of short-hand according to Braille have been created. Several books with the use of short-hand has been issued. However, we cannot say that such short-hand is widely used in book printing.

Relief-dot books are issued in decreased numbers (50-60 titles a year) in the Ukrainian language by the Sound Recording and Printing House (Kiev), in Lithuania (30-40 titles), Latvia, Armenia, Azerbakjan, Tajikistan and Uzbekistan. Here mainly text-books and periodicals in national languages are printed, while fiction and special literature come out only in records on magnetic tape. Byelorussia, Moldavia and Estonia do not issue books by the relief-dot type, but have studios producing literature in records on magnetic tape. Libraries of Kirghizia and Turkmenia are predominantly provided by books and journals coming out in Russia.

Most of constituent republics issue magazines by the Braille type. These are *Nasha Zhizn* (Moscow), *Prizyv* (Kiev), *V Yedinom Stroyu* (Tashkent) and others.

A book recorded on magnetic tape (talking book) or a disk is accessible to all the blind. A talking book or a disk is used by those who cannot read Braille texts due to the loss or the weakening of the sensitivity of fingers, as well as illiterate invalids.

A number of republican studios produce talking books in the Soviet Union. For instance, in the Russian Federation this is the «Logos» publishing and printing amalgamation, in Kiev and Minsk the republican Sound Recording Houses. Any Soviet library can obtain the output of these studios. Books are recorded mainly in Russian. In some constituent republics studios for recording books in national languages have been set up. For instance, the Kirghiz studio produces about 50 titles a year. In addition, libraries of the Russian Federation can record books in the languages of ethnic minorities: the Bashkir, Yiddish, Mari, Mordovian, Tatar, Ossetic, Khakassian, Chuvash, Yakut, etc.

Talking books come to Russia's libraries for the blind in a centralized way. They are produced through funds of the All-Russia Society of the Blind. The annual volume of records is about 400 titles of books (3,000 hours of sounding). Libraries get them free of charge from 2 to 10 copies of each book depending on the number of readers.

At present some cooperative studios have been set up on the territory of the Russian Federation: in Leningrad, Astrakhan, Moscow and Volgograd. Due to the fact that the number of produced talking books is insufficient many libraries carry out the recording of talking books independently, using for these purposes their staff members or paid announcers — actors of local theatres, radio and television. Recording is done in a low number of copies. As a rule, this is educational, scientific literature at requests of students and specialists, as well as books by local writers in national languages. For example, the Republican Central Library for the Blind in Moscow annually record about 50 book titles which makes up more than 1,000 hours of the sounding of originals. Both readers from Moscow and residents of other regions of this country can use these books, ordering them through interlending and loan by correspondents.

The sounding of periodicals — magazines and weeklies has become widespread. *Novy Mir, Nash Sovremennik, Argumenty i Fakty, Literaturnaya Rossiya* and some other periodicals are sounded fully.

Besides, thematic sound collections, such as *Mysl, Epokha, Raduga* and others are compiled on the basis of publications of periodicals.

In recent years the interest of the blind readers in Braille and sounded literature in foreign languagues (English, German and French) has increased. It is to be hoped that constant contacts with colleagues from various countries will contribute to international book exchange in the field of literature for the blind.

Planographic books printed by ordinary and enlarged types are also included into the stocks of libraries for the blind. Planographic literature satisfies mainly production, scientific and educational requirements of the

readership. In this respect they are helped by reciters who are on libraries' staff, as well as personal secretaries of blind specialists paid by establishments where they work.

Unfortunately, books with the enlarged type which are badly needed by people with poor vision, people with various eye diseases and people with depraved vision are published in an insufficient number of copies. In the main this is literature for children with poor vision, pupils of special schools, educational-methodological literature for adults with depraved vision issued by the «Logos» Publishing and Printing Amalgamation. I believe that the solution of the task of increasing the stocks of books of books with the enlarged type which major special libraries for the blind are trying to solve jointly with Societies of the Blind, Ministries of Culture of republics will be of no small importance for improving the library service for eyesight invalids.

Today libraries actively purchase disks with records of musical and literary works. In addition, all libraries have relief-graphical aids to help social rehabilitation of the blind — geographical maps, diagrams of subways, various cities, pictures of architectural monuments, etc.

Great attention in the work with readers is paid to the reference bibliographic and information service. For these purposes catalogues and card files have been created. Cards in them are given in two types — the ordinary and the Braille. To compile catalogues use is made of a centralized printed card for Braille and talking books. Such card is issued by the RCLB which supplies libraries with these cards free of charge. In some libraries sections of the classed catalogue are recorded on magnetic tape. Readers can take these records home to get familiarized with them.

In the future when libraries are provided with a sufficient number of computers it is planned to create online public access catalogues which will comprise a unified automated information system and will link all libraries for the blind. Regrettably, today electronic equipment for the blind can be found only in libraries of Moscow and Leningrad.

Information on new literature acquired by the library is given through the publication of bibliographic indices, through the compilation of lists and card files of new acquisitions, through organizing book exhibitions, through compiling bibliographical reviews, through oral and written communications for borrowers. Telephone-informers installed in many libraries are convenient sources of information for the blind.

The RCLB plays a special role in the information service of readers, including specialists. It issues and sends to all libraries for the blind current (monthly and quarterly) bibliographic indices: *Helping Masseurs, For You Accordion Plajers*; annually publishes a *Catalogue of Relief-Dot Books*, a *Catalogue of Talking Books*, a *Catalogue of Musical Literature* and *Mathematics and Programming* which usually include Braille and sounded books for the past year. These publications are printed in a conventional type. This year the Catalogue of Literature on Typhlology has been issued. It reflects the entire stock of publications on the problems of the blind in the RCLB. It will provide a basis for compiling a union catalogue of literature of typhlotechnical content available in the stocks of the blind in the USSR. Information on new literature is also given in magazines for the blind *Nasha Zhizn* (Our Life), *Dialog, Sovetsky Shkolnik* (Soviet Schoolboy), *Prizyv* (Appeal), etc. To provide readers of Soviet libraries with information on the literature in publications for the blind and planographic literature the RCLB issues current bibliographic indices: *Life of the Blind in the USSR and Abroad, Life of the Blind Abroad, The New in Typhlology* which include materials of Soviet and foreign authors.

Over a number of years the library compiles and issues the bibliographic index *Blind Figures of Science and Culture*. By the presen moment five volumes have been issued: *Blind Writers, Blind Public Figures, Blind Mathematicians, Programmers, Blind Scientists, Blind Art Workers*. A short biography, a list of works of the blind person and bibliography about him (her) is given for each person included in the index. These bibliographic indices are printed by ordinary and Braille types.

Being an organizational methodological centre for special libraries of Russia the Republican Central Library for the Blind, having no analogues in this country, renders consultative aid to libraries for the blind of all constituent republics. It provides libraries with methodological manuals, organizes the upgrading of the skill of librarians, studies and generalizes the experience of library service. Articles and speeches of experts are included into annual thematic collections, into curricula of methodological seminars and upgrading courses.

Along with noticeable achievements of the country's special libraries in providing eyesight invalinds with books there are some problems awaiting their solution. Readers' requests for literature in editions for the blind are met not in full. There is a shortage of sound recording and copying equipment for recording talking books by local libraries, of typhlotechnical facilities, especially foreign made ones. It is to be hoped that in solving some urgent problems we'll be helped by the goal-oriented comprehensive programme «The System of Library Service for Invalids» in the elaboration of which the RCLB at the request of the Ministry of Culture of the Russian Federation takes part. Under this programme it is supposed to radically expand the sphere of services which can be offered by a special library to a blind reader. It is intended to use the available experience in arranging library service for those who live at homes for invalids, at homes for the senior citizens, and for those who undergo the treatment course in departments of eye hospitals and clinics. Relying on this experience, possessing stocks of talking and planographic books, personnel khowing methods of work with invalids, special libraries can in the near future render aid to invalids of all categories who for some reasons have turned out to be outisde the library service system.

Assisting Library and Bibliographic Services to the Blind and Vision Impaired

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At present in the Kazakh SSR there exists state network of library services for the blind and visualy impaired, whch includes 18 stationary and 14 affiliated libraries, 120 library inits, 38 centers supply the borrowers with the books by post and by vans, 183 face-to-face reading groups.

The sum total of the stock of libraries runs up to 730000 units of printed matter in the Kazakh, Russian, foreign languages. More than 22000 borrowers enjoy the services of the library. The activity aimed at serving the needs of the bling for books is run by regional Committees for Culture and under the patronage of regional Councils of the Kazakh association of the blind. Specislized libraries work in close contact with territorial KOS enterprises, public regional libraries and other cultural and educational institutions.

The Republican Library for the Blind and vision impaired people of the Kazekh SSR (RLBVIP) run by the state Committee of the Kazakh SSR for Cilture occupies a special position in this network. It was founded in 1917 at the instruction of the Council of Ministers and the order of the Ministry of Culture of the Kazakh SSR, as a state scientific specialized library of a universal type, as the Republic's central store of books, both talking and braille, documents on the problems of typhlology; having the functions of a scientific and methodologic centre.

The services provided by the library are available to all visually disabled people, who live in the Republic, to their family members, boarding-schools for the blind and partially sighted pupils, visualy impaired children of ordinary schools, those working at the enterprises and institutions of the Kazakh Association of the Blind or scolars involved in research in the field of blindness.

Books acquisition is one of the main trends in the work of the libraries. Books are purchased at library collectors, shops, studios of all-Russia, Byelorussian, Ukranian Associations of the Blind. The libraries are povided with braille and talking books both in the Kazakh language and on the study of local lore by the studio of KOS.

The way to mastering Braille on the Kazakh language was long. KOS as an independent public organization was founded in 1937, while several small enterprises of the blind began functioning as early as in the late twenties. The Kazakh alphabet was compiled by disabled M.K.Kasimov and C.X.Utegenov in the sixties and approved by the Board of Ministry of Education of the Kasakh SSR and adopted by the resolution of the Council of Ministers in April, 1961. This very year a KOS printing house was set up to publish braille books in Kazakh and Russian.

Finally in 1963 the first book in the Kazakh language and in 6 quires was issued. Despite the fact the number of braille books is constantly growing the demand for this literature can't be considered satisfied . The libraries are supplied with works of Kazakh writers in the Kazakh and Russian languages by the Republican studio of KOS. The studio was founded in 1975 under the library, becoming later an indipendent organisation in 1989.

Developmend of the Kazakh language, priority of its usage in state and public organisatins, scientific and cultural institutions, in the system of public edication promoted the demand for literature in the native language. In 1991 the output of talking books increased from 850 to 1100 hours of playing time. They began issuing a quartely anthology "Echo of Renovation". Besides specialized Kazakhstan libraries those of Karakalpac and Uzbekistan contracted bargains according to which they will acquire talking books in the Kazakh language. Our republic is a miltinational one and the problems of resurraction of spiritual values of every nationality are very acute here. Publishing books in native languages of diffirent peoples is one of the means of solving them.

At present the problem of extending library stocks of PLBVIP in the Uygur, Ukranian, Tartar languages is being raised. With the aim in view the library began participating in the development of subject plans for the printing house and recording studio of KOS. Though every library acquires its stocks independently there still exist partial centralized acquisition. Basically it's pertinent to the problem of their provision with braille books. RLBVIP issues centralized cards for braille and talking books and supplies specialized libraries of the Republic and the town of Nukus in the Karacalpak autonomic republic with them. The book stocks are exposed through the system of catalogues and cards.

The libraries widely use their resources and possibilities to meet the demands of the borrowers and subscribers as much as possible and operatively. They present lending divisions and interlending divisions library centers, face-to-face reading groups at the reader's disposal.

Much attention is payed to assisting services to the children who use the stocks of stationary libraries through library centres, set up in boarding schools for the vision impaired. Specialized schools for visually handicapped children are functioning in the republic.

Utmost care is taken of scholars, researchers and student. Open access to literature, Days of specialists, Dayn of Information are systematically held for the specialists of the interprises.

The libraries lend to teach college and technical school students to search for literature indipendently to provide accistance in mastering various methods of working with a book. It required the book-borrowers may use the services of a librarian reader.

The libraries do their best to provide blind professionals, researches, students with technican means. Besides traditional Braille tools (slates-pencils, perforated paper, apparatus) they have tape-recorders for selective recording of the material studied, typewriters, optical means of various types, television setting ("Book") of multiple magnification if text read, typewrite "Yatran", which produces text in braile, etc.

Special care is given to the people who lost their sight in mature age. Mastering braille which is the only means to teach visually disabled reading and writing, to study primary sources and the most accetable method of studing music are the first steps to their social rehabilitation. Special literature is selected for braille beginners, competitions of braille readers in the Kazakh, Russian, German languages are organized, etc.

Rendering assistance to the centres for the development of national ciltures is another aspect of the library work. Primerily it consist in popularisation of literature in the native language, familiarisation of readers with works of the writers, whose names have been rehabilitated of late, active participation in the Eastern holidays, such as "Naurus", etc.

Interlending division plays an important role in popularisation and spreading literature in the Kazakh language. Through them book-borrowers in Nukus, Dushanbe, Byshkec, Tashkent, Kyslovodsc may use our book stocks.

Problems of social rehabilitation of visually disabled occupy a leading position in the activily of libraries. Under RLBVIC and in the Chimkent regional library for the blind there exist special typhlological divisions. Their work is carried out in three directions: stocks acquisition, creation of reference and bibligraphic apparatus, popularization of typhlologic knowledge and close contacts with the division of KOS, that investigates the problems social rehabilitation of visually disabled persons.

It's characteristic of RLBVIP, which has the status of the Republican methodological centre for the network of specialized libraries, to participate in the methodical work of all functional divisions. The scienific and research division of the Republican library coordinates this activity, directs advanced courses for the librarian membership, arranges methodical and practical aid to specialized libraries.

Special emphasis is placed on the development of scientific and research activity, which at the time being is carried out along such lines as collecting and stocking books for RLBVIP of the Kazakh SSR, raising the level of bibliographic and information services to visually disabled persons.

Practically all the problems are solved in close contact with other institutions of culture, education, public organization. The majority of our readers (vision impaired professionals, researchers, students) take use of the stocks of the Republican public, scientific and technical and university libraries. In regional libraries there exist stations where literature of special interest for the blind can be obtained and clubs of face-to-face reading function.

The Kazakh Association of the Blind has taken the libraries for visually disabled persons under its patronage. It raises the funds to reinforce their material and technical level. In the last 3 years 5 libraries for the blind (RLBVIP included) have moved to new premises. The Association is doing its utmost to solve social and everyday life problems of libraries staffs. Whenever an opportuhily occurs it provides them with flats, accomodations in health resorts and pri-school institutions.

But unsolved problems still remain: such as inadequate quality of recordiny equipment, insufficient coordination of the activity aimed at publication and re-edition of Braille literature, small number of copies of manuals in the Kamazkh language for the system of public education, scanty volume of large-print literature, slow progress in installation of automatic systems into library information process.

Library Services for the Blind in Lithuania

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It was the establishment of the Lithuanian Association for the Blind in 1926, the drawing up of Lithuanian alphabet in the same year and the founding of the Institute for the Blind in Kaunas in 1927 that created the prerequisites for the education and setting up of libraries for the blind in Lithuania. In the beginning of the XX-th century, when Lithuania still had no educational institutions for the blind of its own, a few blind Lithuanians studied at the Koenigsberg and Riga institutes for the blind. Lithuanians observed the cultural life and education of the blind in European countries and created educational system of their own after the example of Western Europe. The founders of the Kaunas Institute for the Blind visited Germany, Czechoslovakia and Austria. The blind writer (later to become a composer) Petras Daunys who adjusted braille for the Lithuanian alphabet, took part in the II Congress of Blind Germans and got thoroughly acquainted with the Library of the Koenigsberg Institute for the Blind. He described his impressions in the book "Along the Roads of Misery". After European example the school for the blind in Kaunas was called an Institute.

Just like in other countries, the first libraries for the blind in Lithuania were set up in educational institutions. These were the libraries of the Vilnius School for the Blind and the Kaunas Institute for the Blind, which started operating in 1928. In the beginning they only had scanty collections of the most indispensable, mostly hand-written books in braille. The Vilnius Library which maintained relations with the Warsaw Institute for the Blind, received printed braille books in Polish. Quite a lot of books of this kind were received from France. The Libraty of the Kaunas Institute was stocked with publications in German, alongside with books transcribed into braille by hand. In 1930 this Library started printing books in braille, using a printing press purchased from Germany. The above mentioned Libraries also started stocking themselves with typhlological publications in conventional print. In 1940 the Kaunas Library had over 30 titles of publications of the latter type in Russian, German and French. Mečislovas Kviklys, the first director of the Institute, took interest in typhlopedagogics, subscribed for the magazine "Russkiy Slepoy" ("The Russian Blind") from the Soviet Union. In 1933 the Institute was delighted to receive large consignments of musical notes from Germany and Denmark.

The first Lithuanian schools for the blind, as well as the libraries for the blind, were not the dark God- and man-forsaken holes, as the bolshevik press always tried to present. They were outstanding democratic educational institutions that maintained active relations with schools for the blind of neighbouring European States. Famous people of Lithuania, statesment, ministers took interest in them and often visited them. The president himself, Antanas Smetona, paid visits to them. Nothing of the kind can be said about all the Soviet period after the World War II. There were quite a few bright personalities among the educators who managed to inspire their blind pupils with striving for truth, good and knowledge. This can particularly be said of the Kaunas Institute which produced a number of enlightened, strong, resolute blind people who did not break down during the hard years of trials, who helped all the blind community, its culture, education and industry to survive and get stronger.

When in 1940, as a result of the Stalin-Hitler pact, the Soviet Union occupied Lithuania, changes took place in the education of the blind as well. The Vilnius School for the Blind was joined to the Kaunas Institute, the two Libraries were also joined into one. Printed and most of the hand-written books from abroad, as well as most of the works by Lithuanian and foreign writers published in Lithuania, were withdrawn from the Library and destroyed as harmful ideologically.

Up to 1947 the Library of the Kaunas School for the Blind was the only one of its kind in Lithuania. During the years 1947-1962 libraries for blind grown-ups were set up in large towns of Lithuania, as well as in the industrial enterprises of the blind. This is how six libraries with permanently appointed employees were set up. They were stocked with books in braille, as well as print, the number of their readers was not large. These libraries became small centres of culture for the blind. It was around the libraries that amateur performer bodies flocked together and braille teaching courses were arranged. The librarians worked hand in hand with primary organizations of the blind. The major part of the libraries' stock consisted of hand-written books in braille. The transcription was organized by the primary organizations of the blind of all the big towns. The stocks of the libraries started growing intensely only in 1958, when the State Pedagogical Publishing House started publishing braille books in Lithuanian.

Important structural changes took place in the beginning of the sixties, when a publishing house and printing house for publishing braille books in Lithuanian were set up; they started producing talking books as well. All this created conditions for the expansion of libraries for the blind. During the same period the system of education of blind adults was being intensely worked out. At that time braille teaching courses were replaced by

classes for the blind, and later on the Republican Secondary School for Blind Adults was set up. The number of blind students grew every year and so did the number of learned blind persons. All this created the prerequisites for the increase in the number of readers in the libraries for the blind.

Thus six rather big libraries for the blind operated in Lithuania in mid-sixties. They were rather well stocked with books and had numerous readers. These libraries, however, faced quite a lot of problems related with stocks, staff, methodological guidance, as well as economic problems. The necessity for reforms became imminent. In the beginning of 1966 all the libraries for blind adults were centralized. It was the first system of centralized libraries in Lithuania. At present centralization of libraries is viewed critically. With respect to the libraries for the blind, however, the process was positive, as it brought about all-round development. A system of libraries was created which ensured that any book was available to a blind person regardless of where in Lithuania he lived. Setting up of a centralized methodological centre laid solid theoretical foundations for the whole system. The introduction of centralized stocking and cataloguing ensured the organization of systematic stocks, oriented towards the readers' needs, the development of unified high-quality system of catalogues, the setting up of information apparatus in the central library, as well as in its branches. The centralized system proved its value. This is further demonstrated by the fact that at present the decentralized system is total renounced.

The Lithuanian Library for the Blind and Visually Handicapped has four branches with 3 to 4 employees in each in the largest towns of the Republic, as well as 41 small itinerant libraries in regional centres. The central Library up to the end of 1990 consisted of the following departments: methodological, bibliographical, supply and arrangement, reader servicing, the museums of the History of the LLABVH, typhlology, depository and itinerant stock.

In the course of 25 years of activity under the centralized system, book stocks grew more than ninefold and as of January 1, 1991 made up 453,355 copies of all kinds of publications of 61,330 titles. Blind people can use unassisted 67 per cent of all the publications available at the Library. Talking books comprise the biggest part of the stock. There were over 215,000 copies of these as of January 1, 1991. To non-Lithuanian readers, as well as those Lithuanians whose Russian is good, during the recent years the Library has been purchasing a copy of all the talking books published in this language in the Russian Federation, the Ukraine, Byelorussia and, since 1991, in Moldova, too. We share the books received from the republics of the Soviet Union with all the branches of the Library of the LABVH, using the principle of stock circulation within a system. The Library duplicates certain publications, particularly those that are in great demand, at the Recording Studio that it owns and distributes them among its branches. Periodicals make up a large part of the stock of talking books. The Library regularly publishes 9 of these, another 12 are sent from the republics of the Soviet Union.

Over 74,000 of books in braille were accumulated as of January 1, 1991. Braille publications in Russian are selectively purchased from the Russian Federation in one copy, which is stored in the central Library and is only temporarily given to its branches.

The Library has also some braille books in Polish which have been kept here since the post-war period. This stock is still being replenished.

The Library has a rich stock of musical and literary records which has been accumulated in the centre and all its braches, as well as a rich stock of periodicals.

The Library had over 120,000 copies of publications in print as of January 1, 1991. They are read by the seeing readers, besides used recording of talking books and transcription into braille.

The main aim of the Library of the LABVH has been and is to service readers with publications accessible to them, to draw into reading every blind person who has opportunities for this. The organization of a wide network of small itinerant libraries in 1969–1972 made it possible for a special book to reach any place in Lithuania, any blind person, wherever he lives. Home servicing of readers created conditions for using books for elderly blind people with additional handicaps. Since the beginning of centralization the number of readers, blind ones in particular, grew every year and by 1986 increased there fold. The percentage of blind persons attending libraries grew from 20 in 1966 to 51 in 1990. Considering the fact that quite a large part of the blind for various reasons have practically no opportunities of becoming readers, the given results are not disappointing. It was not easy to achieve these results as it was. In the seventies the Library thoroughly analyzed the actual reserve of blind readers and obtained accurate data about how many blind persons in various parts of Lithuania had opportunities for reading and how many of them did not make use of them. The data are constantly, every year made more accurate and the indices reflecting the drawing of the readers' reserve into reading are introduced into the Library's work plans and reports. The said indices are constantly in the focus of attention. Therefore during the recent years 87 per cent of those blind Lithuanians who can read braille, read publications in this print at the Library, where as 94 per cent of blind member of the LABVH who have recorders, listened to talking books.

Unfortunately, despite our efforts the number of those reading books in braille has been decreasing every year; the number of those who are able to read it, has also been accordingly decreasing. This is due to objective reasons. Most braille readers are elderly people and part of them pass away every year, while others loose the sensitivity of their fingers as a result of physical labour, diseases or due to other reasons. The majority of those joining the Association for the Blind are visually handicapped rather than totally blind, and they are content with talking books. To my mind, ours is not uniqued situation.

As of the end of 1990, the LABVH counted 6,868 members, of which 3,473 (or 50.6 per cent) were readers of the Library.

Of 509 those able to read braille, 444 (or 87 per cent) read braille books at the Library.

Of 3,321 those having recorders 3,123 (or 94 per cent) read talking books.

The majority of readers come to the Library and are serviced either in its centre or branches.

During the last decade the readers living in the province and rural areas grew more active. In 1990 the Library serviced 1,591 of them, or 43 per cent of all the blind living there. These readers are serviced by 41 small itinerant libraries, based in regional centres.

The Library of the LABVH and its branches supply itinerant libraries of respective zones with books, help them in all the areas of work. In summer time additional 5 itinerant libraries operate in the recreational areas of the LABVH.

For many years now the Library of the LABVH has been servicing readers at home. Books are delivered to them at least once a month. All the libraries, i.e. the central one, its branches and small itinerant libraries, deliver books to those who read at home. It is worth noting that a large part of those who read at home are home-workers of the LABVH enterprises. According to them, talking books make work easier. This is a category of particularly active and avid readers.

As the territory of Lithuania is rather small and there exists a wide network of itinerant libraries, books are not sent to readers by mail. The Library only posts books to its readers abroad. These are blind Lithuanians living abroad, as well as people of other nationalities, in particular linguists who got interested in the old Lithuanian language and wish to learn it. There are numerous examples. The Panevežys branch takes books to Daugavpils, Latvia for the blind Lithuanians living in that town. Books are sent to Volkovo, Leningrad region, to a crippled Lithuanian who wishes to learn his mother tongue. A Finn musicologist living in Estonia and a blind Swede learn Lithuanian from the books sent by the Library of the LABVH. Books in Esperanto are posted to blind educatrs into Kishinev, Riga, Leningrad, Yakutsk, Samara and Kislovodsk.

The catalogues of the stock of books drawn up at the central Library and its branches are at the readers' service. The Vilnius Library has a summary catalogue of different kinds of publications in braille and talking books. Alongside with card catalogues, annotated catalogues of braille publications and talking books are regularly issued every year in print and braille. These catalogues serve as a registers of Lithuanian talking and braille books. Subject card-indices of periodical articles on typhlology, ethnography, as well as audio periodical articles in Lithuanian have been drawn up and are maintained at the central Library and its branches. Subject reviews and a review of new literature are prepared. Audio information is widely made use of; local radio broad-casts are used, bibliographic reviews are recorded on magnetic tape, automated information on new books over telephone is operating. Audio and braille periodicals of the LABVH also in form the readers about new books. From 1968 to 1991 the Library has regularly been publishing in print and braille the annotated information bulletin "Musu knygos" ("Out Books"). Bibliographic information is supplied in a differentiated manner, exceptional consideration being shown to blind specialists, i.e. typhlologists, musicologists, rehabilitatics workers and industrialists. Most of them are supplied with either selected individual or group information.

Mass work is another important field of the LABVH activity attracting all the blind, including those who have no opportunities for making use of books. The Library arranges literary soirees, get-togethers with famous people, authors, actors cultural and art workers, as well as literary excursions and traditional annual braille reading competitions. The clubs of book fans, the LABVH writers and Esperanto operate under the auspices of the Library. Skilled experts — authors, specialist in literature — consult gifted blind writers, many of whome have become members of the Lithuanian Writers' Union. Their works are published not only by the LABVH, but sometimes also by the State Publishing Houses.

Typhlological activities of the Library are also wide. The Typhlological Department of the Library was set up in 1969. As of the biginning of 1991, it accumulated a stock of 14,000 copies, as well as all kinds of documents. The Department has been painstakingly gathering material related to the activities of the Lithuanian blind. Diversity is characteristic of the stocks of the Department; it includes literature in braille and print, tape recordings, manuscripts, films and book duplicates. The Department also boasts a rich stock of periodicals. It receives 20 typhlological periodicals from foreign countries. Three translators work with them. The Publishing House of the LABVH issues two collections of their translations every year. The stock of the Typhlological Department is constantly replenished with publications in the original and translation prepared and issued by the editorial staff of the LABVH Publishing House, as well as with works of three scientific laboratories working at higher schools of Lithuania. It is not only the readers from the LABVH who take interest in the stock of the Typhlological Department, but also students and professors of Lithuania's higher schools, educators. The Department issues numerous information publications. It is personal and subject bibliographical lists, bulletins, literature reviews, which are all available to the reader.

Material basis plays an important part in the library services for the blind. The material basis of the Library in comparison with that of other libraries of the Republic is not bad. Three of five structural divisions have spacious premises. A large Library building now under construction in Vilnius will soon be finished. The central Library and all its branches are provided with vehicles. Just like in the Soviet Union, however we lack copying equipment, our work is poorly mechanized, unaftomated and labour consuming.

Relations with other libraries are very helpful in solvir the problems related with reader servicing. The Lib-

rary constantly cooperates with the National Library of Lithuania, with the Technological and Medical Libraries, as well as Vilnius university Library and public libraries of Vilnius. It is only these relations that help the Library to orient itself in the library situation in Lithuania, not to fall behind from other library systems. The Library of the LABVH maintains relations with specialized libraries of the Republics of the Soviet Union the Russian Federation, the Ukraine, Byelorussia, Kazakhstan, Moldova, cooperates with specialized libraries of Latvia and Estonia. The library also maintains relations with cultural institutions for the blind abroad, the members of its staff have been to Poland, Czechoslovakia and Germany. Colleagues from other countries also come to visit us. All these relations help in keeping track of the blind movements abroad, in stocking the Library with typhlological literature.

The Library of the LABVH has issued a number of original and translated typhlological publications. As far back as 20 years ago when we started translating them into Russian, opportunities arose for developing typhlological relations on our own initiative. The geographical boundaries of Lithuanian books in braille widened still more when we started issuing publications in Esperanto. Books published in Vilnius reach not only the Republics of the Soviet Union, Poland, Czechoslovakia, Yugoslavia, Germany, England, the USA, France, but also India and China. These publications are posted not only to libraries, but also to private persons.

The libraries of the LABVH service blind adults, while visually handicapped children make use of the libraries of schools they attend. The school libraries of Vilnius and Kaunas service over 400 visually handicapped children and teachers. The Library of the LABVH maintains constant ralations with then provides methodological assistance and talking books.

As a result of the great changes that have taken place in Lithuania lately, many things change in the activities of the libraries of the LABVH, too. The very attitude towards servicing of the libraries is changing in the first place. We no longer pursue quantitative indices of work; the so-called duplicate readers are no longer taken into account in work reports. Even the readers of itinerant seasonal libraries are not included into the total number of library readers.

We have embarked on the path of de-ideologization. The stocks of books have been cleared of worthless political, atheistic and Communist Party literature. The trend of library stocking has changed. At present the greatest importance is attached to the most valuable classical literature of all the countries and to the best modern publications. We are painstakingly filling in the gaps that have been made in stocking and publishing national literature. Due attention is shown to the rich literature of Lithuanian exodus, which was rejected during the bolshevik years. In the course of the last two years a great many publications borrowed from the so-called special stock of the national Library have been recorded on magnetic tape.

Taking into consideration the readers' wishes, we started stocking the Library with theological literature. We have received braille publications of this kind in Polish from the Polish Centre for Education of the Blind in Liasku. Besides, we have been given the braille copy of the Bible in Russian by the Orthodox Church in Vilnius. Lithuanians living in the USA have sent us a recording of the New Testament in Lithuanian. We have duplicated this publication at our Recording Studio. The Publishing House of the LABVH has already issued several religious publications in braille and the Library has recorded some on tape. People need this kind of thing. We are trying to make up for the destruction that had been going on for decades.

The Library receives numerous braille publications in English on different subjects from the US. Interlibrary exchange relations have been established with the Leipzig Library in Germany. Our German colleagues gave us very sincere welcome in 1990. At present the readers of the Library of the LABVH already listen to talking books in German.

We have given up the notorious "socialist competition" and no longer pursue quantitative indices in our mass work.

We lay emphasis on cherishing the national culture, literature, customs and traditions. At the same time we are not indifferent towards our readers of other nationalities. We have ordered talking books in Byelorussian. We are looking for ways of replenishing the stock of Polish books and we are trying to obtain publications in Ukrainian.

Changes have taken place in the area of bibliographic information apparatus. Lithuanian libraries no longer use LBC; this year we are switching over to UDC. The sections of history, politics, atheism and fiction in the systematic catalogue have been rearranged.

The structure of the Library of the LABVH changed in the end of 1990. For economic reasons the Sound Recording Studio after the example of the Leipzig Library was joined to the Library. Two structural units have been added to the Library, the Sound Recording Studio and the Editorial Staff of Audio publications. The Methodological Department has been joined to the Department of Library Science. In the beginning of 1991, the Book Depository of the Library was joined to the Klaipeda branch. The Publishing House of the LABVH is also being reformed. Its Typhlological Editorial Staff is being joined to the Department of Typhlological Studies.

Business contacts with State institutions of Lithuania, such as the Ministries of Culture, Education, Communications, with the city's Municipality and the Writers' Union are being established. Large-print textbooks are distributed to regular schools through the branches of the Library of the LABVH. The Ministry of Communications issued an order allowing to post talking and braille books free of change not only to readers, but also back to the Library. The Library committed itself to supply talking books to the public libraries of town through

small itinerant libraries. In return for this the municipalities are going to provide financial aid to the Library. Agreement has been reached with the Lithuanian Writers' Union to record on tape the authors' works that have not yet been published and to sell the talking books at the Bookshop of the Writers' Union.

The Library of the LABVH, just like the LABVH itself, is taking an active part in defending and strengthening the independence of Lithuania.

Methodological work from inspection has turned towards research and analysis, on the basis of which future activities are planned. This is how the publication of talking and braille books has been rearranged. We are doing our best to change the propogandistic Library which it has been up to now into a socializing cultural and educational institution, where the priority of humanitarian values would be ensured. The ideas of the rehabilitation of the blind properly harmonize with those values. Here I would like to remember the remark of Antanas jonynas, the blind Lithuanian writer whose merits to the Lithuanian Association for the Blind were enormous: the blind man would have never returned into the society as an integral member if it were not for books and schools. Library services for the blind make profound sense. Therefore, let God bless our steps towards the future.

"Kussaq" (non–Native) Thoughts on Native Libraries

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This year I completed a book about cross-cultural problems of Native library development in the north. While working on it, I was using second-and third-hand sources, as well as drawing on my own experience, which includes six years living in the Central Yupik Eskimo homeland of Alaska, three of these as a librarian, during which I conducted a community library development project in sixteen remote villages. I have also worked for two Indian tribes in the northwest part of the contiquous United States, in library services and heritage research. The sources I used during research for this book are international and rather universal in scope, geographically focusing on the entire circumpolar north. We may observe that my own cultural tradition encourages and enables me to utilize mostly print sources in this effort. If I were living in post-contact aboriginal, preliterate times, more subjectively and collectively immersed in life, my thinking would be drawn from my tribal culture and its world-view, and what we now call the subsistence environment.

While working on the book. I analyzed, extrapolated and generalized from a very different store of information than my aboriginal counterpart had access to. The late 20th century Euroamerican thinks of his or her viewpoint as being comprehensive, universal and global, applicable to the entire, multicultural planet. The tribal thinker's world, even in modern times, is almost always rooted in the tribal and traditional habitat, and this is his or her point of orientation. In terms of ethnocentricity, it could be said that these outlooks resemble each other, but in scope and degree of sophistication, at least in western scientific terms, they are very different, and not only in kind, but in dimensions.

Or are they? Is the person of European extraction so different, at bottom, from the post-contract aboriginal? We are prone to say, from our modern vantage point, looking backward so to speak, that we are a much improved and greatly sophisticated version of homo sapiens. At least our physical horizons have broadened enormously, our cognition has become objectified and abstract, we have many means for recording and further digesting the knowledge that we have collected since historical times began, and we have fabricated many technological extensions of our faculties and presence into the world beyond our eyesight and ear-hearing.

Ancestral humans were limited to a world that lacked the scientific and technological extensions of today. Their technology was manual, its reach arm's length, or "as far as the eye can see". Moreover, their forays into the world beyond the tribal homeland were predominantly of the imaginative and intuitional kind, colletively enacted, creating and maintaining a universe that was orderly and dependable, based as it was on subsistence survival. The gradual social evolution of human mental processes then brought self-consciousness and degrees of objectivity, which merged into the age of recorded graphics and symbols.

What occurs, then, when inheritors of these two cultural traditions merge — the ascendent and invading one being European immigrants, the colonized and adapting one being the Native indigenous peoples? We have here a mixture of oil and water, to apply an all too literal simile, in view of today's rampart oil exploration. In order for modern industrial exploitation of natural resources to occur, it is understood that the subsistence environment must be steadily reduced and altered, as if somehow all these changes were, in the long term, reversible or inconsequential.

The western tradition falls back on its knowledge and philosophical base in the sciences to justify its manner of progress. Yet there is an inherent tension in the pursuit of science, and the resultant technology that has proliferated worldwide. The pace of exploitation and quest, we now know, increases algebraically over time. Yet the ethics of scientific and technological work remains very impotent indeed. Meanwhile the sciences are dividing and subdividing into narrower disciplines, any accountability inevitably being of a bureaucratic or fiscal nature. The embryonic social sciences are little more than a century old, the humanities by definition are self-engrossed. In other words, western civilization is increasingly culture-bound, groping for control of nature as well as world affairs.

The narrow field of cultural preservation and transmission called libraries and related services has been part and parcel of the ascendant European intellectual tradition. Libraries are founded on writing, records, reading, schooling, and the systems and institutions that derive from an objectified, self-conscious administration of cumulative information stores. All these concepts are alien to the traditional Native ways of not only cultural transmission, but to their socio-cultural and economic priorities as well.

In this context, what is the purpose of any Native library and information services, even those adapted through appropriate alterations to modernizing life in the Native communities? And what are the cross-cultural problems of such transformation?

But Natives hearing this might well ask: How can I speak of cross-cultural problems of Native library development if I am not a Native myself? I can only claim to speak, of course, from the non-Native point of view,

but we should note the fact that cross-cultural change is very clearly a two-way street. Non-natives change too, in the process of cross-cultural merging, along with Natives. We become acculturated along with them, but of course from a very different perspective. And quantitatively, at least in the circumpolar north, the Native peoples are simply no match for the invasive southern culture.

What happens to library services, programs and facilities when they enter a Native community? They must be transformed, and adapt to local circumstances and desires, under local control. Let us state, first of all, that there is now a universal trend for Native library services to be more adaptable and more innovative, at least regarding the actual experience of the library's clientele, to the end that it be served on a realistic basis, fully recognizing local conditions. For the goals of library development in Native areas should be determined by the people themselves and their democratic representatives. And the measures taken to achieve these goals should again be governed by the characteristics of the local population. Apart from regional or national goals, and for the moment putting aside the fact that about half the Fourth World Native population now lives in urbanized locations, let us focus on the situation in a small, remote community, where resources are usually minimal and strained.

Initially, the library concept itself will be olien to the Native population. In pre-literacy days cultural preservation and continuity were provided by an oral tradition maintained primarily by male elders. To introduce literacy and western schooling is to decrease the role of elders, because any young person who can read has access to authoritative information. To use print and other kinds of documentation instead of elders can add to the radical dislocation of traditional relationships. New orientations to authority and new approaches to cultural transmission come with modernization.

The library – if not thoroughly adapted to Native thinking – is a mere repository of western or European culture. It will be bureaucratic and highly systematized in ways that can be alienating to all save those relatively few Native people who have pursued higher western education to receive university degrees.

If sex roles are still traditionally defined in Native society, the location of the library/information center as well as the gender of library staff may determine whether or not both men and women use its services.

Nodaways, regardless of the degree of literacy in the area, it is doubtful that print and graphic materials will be as popular as audio-visual materials, television and computer instruction, even if there is much literature available in the Native orthography. Specialists, administrators, educators, and advanced students will have little difficulty with print materials, but the general population — especially the older people and young children, find audiovisual media and television more appealing. Moreover, children and youth seem to have a natural affinity, one could say, for the pocket-theatre experience of the computer monitor display and keyboard.

Our hypothetical small insular community could assume one of three types, socioeconomically speaking. It could be a traditional subsistence community that has modernized to some degree; it could be a center for agricultural enterprises that have envolved out of subsistence economies: or it could be a combination of these things: traditional, modernizing, acculturating, yet still significantly involved in the traditional subsistence life to some degree. It probably houses various government offices and programs, and may not be fully involved in a cash economy.

One should add that, in many areas of the north, life for the Native population under any of these circumstances is full of jeopardy as well as challenge, especially for the young adult, the fresh secondary school graduate. Are there avenues for specialized or university education? Is there an attractive selection of fulfilling occupations to choose from? This will vary from country, and opportunities for Natives in the library and information services will also vary, the USSR, for example, having been in the north for much longer than anyone, and whose policies toward the Native nationalities have included a full array of educational and training programs for Natives.

In the circumpolar north we also find a wide range of experiences when it comes to libraries in Native communities. In Alaska, libraries have been of the local municipal and academic kind, with state library institutions providing support services. Little provision has been made for Native sociocultural differences, however, and there are almost no Native professional librarians, a situation due as much to U.S. government policies over the years and the deprived conditions in many Native and Indian areas of the U.S., as to Alaskan state policy. In Greenland, ever since Home Rule, community and academic libraries are run on the Danish model, with a small but growing body of literature in Greenlandic. The National Library of Greenland in Nuuk provides support services to local libraries across the entire island. Only now do we find Greenlanders beginning to replace Danish nationals as professional librarians. In Canada there has been growing recognition of the need to fully develop appropriate library services in Native communities, including the north, but only in the past few years has progress been very significant. And the degree of progress varies considerably across the country. In northern Scandinavia, the Native Sami population is fragmented among four countries, and, in terms of appropriate library services, is only barely surviving, 'appropriate' meaning, in part, supporting the survival and continuation of Native language and cultural values.

In the Soviet Union, which occupies half the circumpolar north, library services to northern Native areas accelerated and proliferated after the revolution, and henceforth were closely linked with education, acculturation, and socialist indoctrination, as well as economic restructuring. In other words, libraries were part of the political transformation of national life. Library services were very extensive as well as intensive, reaching the most remote locations in enterprising ways. As subsistence economies were collectivized and modernized, and

the sociocultural community became socialistic (not without serious dislocation and harm in many areas), library services naturally conveyed those non-Native concepts and priorities which were indispensable to the national effort. Library services were simultaneously customized to local conditions, both economically and socioculturally, yet reflected the Soviet government's long-term goal of providing the same level of 'culturally enlightened' services all across the country. To this end, the Soviet Union has been training Native library professionals and cadre much longer than any other circumpolar nation. Library services are highly centralized nationally, but there are moves now to allow and even encourage more local and regional library initiatives, in the area of funding as well.

Drawing on successes around the circumpolar world, let us enter an ideal composite library setting in a remote community. Not surprizingly, we find the library in the center of town, where everyone goes. It is in a multi-service community complex, whose functions remind one of the old agitkultbaza. There is a clinic and pharmacy, a post office, a vocational training facility, village administration office, laundry, and a meeting hall. A general store is close by, selling food, clothing, household goods and hardware. Within the complex one finds a combined library/mini-museum, a documentation and archival center, and a children's library. Alongside is the adult education center, which also administers distance education to outlying population points. The children's library includes child-care facilities. All these related services are administered by a cultural committee, with the help of a citizens' advisory group representative of the local population.

In the library proper there is a special Native Topics Room, which has graphics and illustrated materials on the local area and its people, including photographs and audio/visual/video recordings. A Reading Room is also equipped with computer terminals for both staff and public use. There is educational software, and telecommunications that link with an interlibrary network and both local and distant bibliographic databases. The library collection itself has all media, and an appropriate selection of periodicals selected by the local librarian based on local needs and interests. There are also foreign titles of books and periodicals, both in translation and in the original language. The mini-museum shares the same space as the library, display cases being placed among the book stacks. The documentation/archival area also serves as museum storage. Records of all kinds are here, documenting the life of the area. These include the whole range of print, audio and visual media.

But to return to today's reality, one can say that only some of these services will be available in any one village, and they are usually scattered throughout the community, sometimes in inconvenient locations. The staff may be Native or non-Native, and the Native language may present communication problems. There may be a shortage of documentation on the local nationality, and some resources are scarce, and have to be ordered from distant urban centers. There is probably very little literature in the Native orthography, perhaps more of it, including oral literature, being recorded on phonograph records, audiotape, or videotape. The technology available may be limited, but films and videos can be viewed, and photocopy services are available for staff and public use, at least through interlibrary support.

With half the Native population around the north now in urbanized communities and cities rather than remote subsistence settlements, we must say something about urban Native library services. Ideally, library services in cities should make some special provision to serve Native city residents, who still feel ties to the home village and traditional culture. Strengthening cultural continuity among Natives across the generations as well as space will help young people find their bearings in a changing world, and give their ethnic origins integrity, legitimacy, and modern relevancy. Eveyone needs to identify and find pride in their ethnic or cultural heritage, in order for life success to follow. Often such special urban library/information service provision is in the same building as a hospitality center, community meeting hall, child-care center, etc. In Canada there are Friendship Centers that welcome Natives to the city, and some of their services are quasi-library in nature. In some American cities there are Native cultural or service centers, that address the special needs of Natives in the city. Some are even tribally run, so that tribal members have a "home-away-from-home" to go to for help with problems. In Los Angeles there is one public library branch that has a special collection and staff for the Native/Indian population of that sprawling metropolis. Much of their work is necessarily carried out by interlibrary mail, to other branches in the system. Special promotional efforts are made to reach the scattered Native/Indian population, and mobile library displays and promotional materials are taken to Native social and cultural gatherings.

In the circumpolar Fourth World, then, what is the outlook for Native library services, both in qualitative and quantitative terms? As to quality, they are improving in modernization and progress in strengthening Native cultural identity and values. Quantitatively the outlook is also positive. Some key aspects need to be addressed more effectively, however. These include local control of Native library administration, technology transfer of library management expertise and professional librarianship into the Native community, adding to literature in the Native orthographies, and bringing the level of library technology up to standards already met in urbanized areas. Assuming these needs will be effectively addressed, and especially if political empowerment of the northern Native populations increases, the 21st century will see Native library, information, documentation, local museum and archival services achieve modern standards in a closely coordinated manner.

Library Services for the Sámi Population

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Abstract

In the Nordic countries the Sámi minority has a special status as an indigenous people of the countries.

Library services provided for the Sámi form part of the professionally and technically sophisticated and extensive Nordic library networks which have varied and comprehensive collections.

The difficulties in providing library services for the Sámi relate to a whole range of problems besetting Sámi culture as a whole. These problems are due to the small size of the population, the inofficial status of the Sámi language and the relatively recent emergence of its written form.

The difficulties are due to the high cost of material production and the small amount of material available, partly because of its high cost, to "illiteracy" in the Sámi language due to shortcomings in language instruction and, in many cases, to inadequate knowledge of the language among library personnel.

The present intellectual climate favors the strengthening of minority cultures. This bright picture is, however, somewhat dimmed by the prospect of deteriorating finances and the concentration of both cultural production and dissemination of information.

In my paper I shall describe library services provided for the Sámi population. In northern Fenno-Scandia (in northern parts of Finland, Norway and Sweden) there are two other important minorities besides the Sámi, namely the Finnish-speaking populations in Norway and Sweden. As regards these groups, however, the problems in library services and their solutions differ from those relating to the Sámi population. There is an extensive Finnish book production available for the purpose. In Norway the public library of Vadso functions as a central library of Finnish- language literature. In Sweden the libraries of the Province of Norrbotten have relatively large collections of Finnish literature. In addition, those who live near the Finnish border have traditionally had access to the library services of the neighbouring country, Finland.

Sámi home area and population

The Sámi are the oldest known population group in northern Fenno- Scandia. The present population live in a crescent-shape zone from Röros in Norway and Idre in Sweden to the eastern tip of the Kola peninsula. The area, which is 1500 kilometres long and 300-400 kilometres wide, spans over four countries. It forms a cultural area of its own, the language being the major uniting factor. There are of course Sámi people elsewhere as well, for instance, relatively large populations in and around Oslo, Stockholm and Helsinki.

There are 50,000-70,000 Sámi people in all: 6,000 in Finland, 15,000 in Sweden, 40,000 in Norway and 2,000 in the USSR. There are only a few municipalities in which the Sámi are in a majority: Utsjoki in Finland, and Kautokeino, Karasjok, Tana and Nesseby in Norway.

The data on the number of Sámi vary, because different countries apply a different definition of Sámi does not automatically entail a proficiency in the Sámi language in any of these countrits.

Sámi language and its status

The Sámi language is related to Finnish and derives from Early Proto- Finnic, which was spoken in the area covered by the present Finland, Karelia and Eastern Balticum until about 1500-1000 B.C. Sámi has six dialects, which can be considered as languages in their own right:

(1) South Sámi
(2) West Sámi
(3) North Sámi (70-80% of the Sámi)
(4) Inari Sámi

(5) Skolt Sámi
(6) Kola Sámi

At present all these dialects are also used in writing. The most important written language is North Sámi, whose written form was unified in Norway, Sweden and Finland in 1979. Although language is no longer an indispensable criterion for Sámi identity, it is a more important criterion than, say, livelihood in the definition of Sámi nationality.

Research has shown indisputably that the mother tongue plays an essential role in personal development. It is also essential for the transmission of culture.

The Sámi language has had a two-fold status. On the one hand, researchers have been interested in it as well as in the Sámi people in general. On the other hand, as a vernacular Sámi has been scorned and considered interior to major languages. In a modern society an inofficial language which the speakers cannot learn to read and write has no hope of survival, because it does not meet all the demands modern people make on a language.

In schools the Sámi language has been taught for decades. Sámi instruction is hampered by a shortage of competent teachers, a lack of materials and the prevailing attitude towards the language. Literacy in Sámi has also been hampered by the fact that the written language has not fully established itself.

Until very recently, the Sámi language never had a status as an official language in any country. In 1990 Norway passed a Sámi Language Act. In Finland a Sámi language Bill has also been submitted to Parliament.

Sámi culture

Sámi handicraft tradition is seen in garments, jewelry, everyday utensils and tools. The materials include fabrics, leather, pewter, silver, horn, bone and wood. The most characteristic form of Sámi music is *joiku*. The *joiku* is an intricate blend of words, rhythm, vocal pattents, expressions and gestures. In music Sámi characteristics and nationality have found a forceful expression. Both traditional music and modern songs are recorded.

Oral tradition takes the form of narrative tradition is characterised by a wealth of fairy tales and stories. The *joiku* and fairy tale have contributed to the birth of Sámi fiction. Poetry and story telling are the most common forms of modern Sámi literature.

The tradition of story telling is also carried on in plays, which are mainly performed by free theatrical groups.

In recent years films have provided a means of expression for Sámi culture. Film making is, however, so expensive that co-Nordic financing and productions seem the only feasible solution. As a form of art, film making reaches larger audiences than art forms purely based on language.

Sámi-language radio programmes began to be broadcast as early as the forties. There are Nordic as well as national broadcasts. On the other hand, Sámi-language television programmes are still sporadic. Sometimes programmes dealing with Sámi affairs have Sámi-language subtitles.

New technologies related to the use of language and transmission of other forms of culture are extremely important for minority cultures. It is a great support for the preservation of culture if people can read material in their mother tongue — even in small amounts — for instance, in the popular press.

Sámi-language literature

Sámi-language literature has been published for over four and half centuries. The oldest publications were mainly spiritual texts and ABC-books. Fiction written by Sámi people dates from a century back.

Publishing has been hampered by problems related to orthography and costs. For a long time Sámi was only a spoken language.

The first Sámi author was Matti Aikio, who lived around the turn of the century, but he wrote in Norwegian. The first Sámi-language prose work was *Muittalus Samid birra* (a story about the Sámi people) by Johan Turi which was published in 1910.

The actual breakthrough of Sámi-language literature came in the seventies. A Sámi publishing house *Jorgalaédji* was established in Norway in 1976. In addition, some small publishing houses have cropped up in different parts of the Sámi area. Many times more Sámi fiction is written than can be published. Financing is a great problem because the editions are so small. There are about a dozen Sámi newspapers and periodicals. Some of them use the Sámi-language only sporadically. The biggest drawback in the Sámi-language press is that newspapers come out at long intervals and periodicals are published irregularly.

Special Sámi libraries

Finland, Norway and Sweden have special libraries for Sámi literature. The Norwegian library in Karasjok has a status of a special Sámi library, and the Norwegian Government pays the costs incurring from the special library activities.

In Sweden, Umea City Library has been officially assigned the task of acquiring Sámi-language literature and literature dealing with the Sámi and their affairs. The state finances these activities.

In Finland, Rovaniemi City Library became a special Sámi library on 1 July 1990. The state finances the activities. The tasks are similar in all these libraries:

— consultation provided to other libraries, institutions and individuals;
— acquisition and subject cataloguing;
— interlibrary services;
— participation in meetings and exhibitions;
— dissemination of information.

Public libraries in the Sámi area

Every municipality in the Sámi home area has a public library. Services provided to Sámi people form part of the normal activities of the libraries.

In addition, there are two mobile library units, which provide services across the borders. One bookmobile serves Muonio and Enontekiö in Finland, Kautokeino in Norway and Kiruna in Sweden. The other mobile unit is owned jointly by Utsjoki municipality in Finland and Karasjok municipality in Norway. The mobile units get special state subsidies, and one of their aims is to distribute Sámi-language literature.

Problems involved in library services

In 1984 I wrote a thesis on library services provided to the Sámi population in Finland. Since the results can be generalized to the whole Sámi area, I shall briefly present some of my observations.

Published literature

I compiled a list of Sámi-language books published between 1970 and 1983. The list did not contain textbooks or multi-language proceedings of meetings, because my aim was to study library services from the point of view of an ordinary library user.

The list contained 207 titles. The majority of the books had been published in North Sámi, only 24 were written in the other languages. As to the genre, 84 represented children's literature, 25 adult's fiction and 20 poetry. Non-fiction totalled to 80 titles, including all the main classes except philosophy. There were 20 books on religion and 20 on linguistics (mainly dictionaries).

According to information I have received, Rovaniemi City Library has a collection of 238 titles published between 1984-1989 in Sámi, excluding textbooks. This shows that more than three times more Sámi-language were published in the eighties than in the seventies. Children's literature still represents a substantial part of Sámi publication, about 30%. In non-fiction, linguistics and religion are still the major main classes.

Acquisition

Libraries have found it difficult to acquire Sámi-language literature. In the material I studied for my thesis, there were 71 different publishers, of which 31 were Norwegian, 16 Swedish, 23 Finnish and one a co-Nordic publishing house. Many of the titles had been published by organisations, state institutes, and some were author's editions. The smaller publishers provide little or no information about their publications. The special Sámi libraries are expected to help in this by disseminating information about Sámi-language literature.

Use of literature

I also made an interview study of reading habits at the lower stage of the comprehensive school and in the upper secondary school in Utsjoki in 1984. I made a list of ten recently published Finnish and Sámi books suited for the age groups and asked the pupils which of the books they had read and where they had got the book.

At the lower, stage 80 pupils had read one or more of the Sámi-language books. 75 pupils had read one or more of the Finnish-language books. 22 of them had read the book at school and 35 had lent it from the library for free-time reading. Thus, the school plays an important role in promoting Sámi-language literature. The same phenomenon, although less pronounced, could be observed in the upper secondary school.

The libraries also encounter difficulties in choosing Sámi literature and presenting it to the clientele, especially if the personnel does not speak Sámi. Some progress has been made in recent years in this respect. For instance, both of the library workers in the Utsjoki Library are proficient in Sámi. In Karasjok in Norway, the library personnel can attend the Sámi lessons at the local school. The special librarian in Umea is a Sámi-speaker. The mobile units also have personnel who know Sámi. In Finland there is a quota for Sámi-speakers in library science at the University of Oulu. It is hoped that this will encourage Sámi-speakers to choose the library field.

Use of libraries

As regards the use of library, the Sámi area did not differ significantly from other parts of the country. It is true that the average loan numbers in the municipalities of the Sámi area fell short of the average in the Province of Lapland (19 loans/inhabitant) but only in Enontekiö (15. 1) did the figure fall below the national average (16. 2).

In the early seventies the situation was quite different. The library network was deficient and the collections were small. The following interview information comes from the western parts of Lapland:

"Reading is not a very common past-time and is mainly limited to newspapers. People do not usually have books of their own, because they cannot afford them. The only exceptions to this rule are the few books on religion that people have in Sámi and Finnish. There is no bookmobile. The nearest library is in Kaaresvanto (some 100 kilometres avay). Nobody ever goes there. "

Even in the eighties Sámi-language books represented only about 1% of the total number of loans. This was no surprise in view of the small number of existing titles. Even if the libraries acquire all available Sámi material, the collections are small.

Future of Sámi culture

The foregoing shows that library services only represent a fraction of the wide range of factors influencing Sámi culture. If Sámi culture is to be preserved, action must be taken in all the sectors of modern society. Preservation does not mean stagnation, perpetuating the status quo. It means dynamic change and development based on traditions and consistent with Sámi culture.

What is the role of the library in transmitting and supporting Sámi culture?

First of all, the library is literally an intermediary. What is needed is recorded material (books, magazines, sound and audio recordings) that keep the language and other cultural elements alive. Another necessery measure is to intensify the dissemination of information and education in the Nordic libraries.

A minority living among a mainstream culture, in its sphere of influence, cannot survive without special supportive measures. It must also be borne in mind that the stages in the development of a minority culture can differ from those of the major culture.

It is evident that Sámi culture largely expresses itself through music and film. It has been much easier for Sámi culture to find a vehicle for expression and dissemination in these art forms than in those based purely on language. Thus the developments that have occurred successively in the majority culture are happening simultaneously in Sámi culture.

For the libraries this means that they must make use of all forms of recorded material in their collections.

In the development of the library services provided for the Sámi population, the libraries cannot expect to proceed from extensive book collections gradually through a supply of audio recordings to video recordings, as has happened in the library services in the mainstream culture.

In the case of Sámi language, library services must proceed at all these fronts simultaneously. The materials must be acquired from the production of all the countries involved because Sámi culture does not recognize state borders.

The only way to preserve Sámi culture is to accord an official status to the language and to use it in education and as widely in all other sectors of society as possible. Since the Sámi are a small population, cultural production and activities require extra state support.

Library Service for the USSR Multinational Population

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The deep and comprehensive restructuring of interethnic relations is taking place in this country. All constituent republics have reinstated state sovereignty by their declarations on independence, have fixed the right to the ownership of natural resources have proclaimed economic independence, have specified the priority of republican laws over Union laws. The conclude between each other cultural and economic agreements on a bilateral and multilateral basis. Some autonomous republics (Bashkortostan, Tatarstan, Yakutia-Sakha, Mariy-El, Udmurtia, etc.) have changed their status, proclaiming themselves Union republics; the Crimea and the Chukot Peninsula have become autonomous republics.

Consolidation processes develop also among more than 50 nationalities which have no national-state formations of their own. In the first place, this finds its expression in forming various associations, unions and amalgamations which state as their aim the allround assistance to the revival of culture, to the manifestation of its originality, to the development of the language and to the study of history. Such purposes are pursued by national-cultural societies of Soviet Germans, Greeks, Koreans, Crimean Tatars, Uigurs, ethnic minoriries of the North and the Far East (Veps, Dolgans, Itelmens, Kets, Nanais, Nganasans, Nivkhi, Orochi, Saami, Eskimos, etc.), of the Caucasus, the Altai and other regions of the USSR.

No doubt this exerts direct influence on the cultural policy, on culture of our state which are characterized by the rejection of the hierarchical subordination of the centralized leadership of all processes, including libraries which existed until quite recent time. Changes have taken place also in the activity of the USSR Ministry of Culture which turns from the directive body into the consultative body. This ministry has set up the Fund for the Development of Culture and Art with initial capital of 138 million roubles. A portion of these means will be earmarked for the implementation of a special programme aimed at reviving the cultures of small ethnic groups, at preserving and recreating their natural environments, traditions and customs. The programme presupposes the realization of a range of measures, including the study of the state-of-the-art of the culture of peoples which have no national-state formations of their own (the organizing of scientific research, expeditions, publication of special materials, albums and catalogues), organizational, methodological and informational assistance to the working out of specific regional and local programmes, the setting up of national-cultural associations, the holding of festivals and exhibitions, the output of printed and audiovisual materials, cine and video films, the training of national specialists, the construction and modernization of buildings of cultural establishments.

The library service in all republics is fully subsidized by the state and public organizations which finance over 325.000 library establishments distributed more or less uniformly throughout the USSR's vast territory, in the remotest corners of the Soviet Union.

Libraries are often the only cultural centres accessible to all. That's why in organizing the network of libraries the average population density is taken into account in each of the republic. This density is subject to considerable fluctuations — from 120 inhabitants per squre kilometre (Moldova) to 6 in Turkmenia and 5.6 in Kazakhstan. Inside individual republics — in the taiga and tundra of Siberia and the Far East, in deserts and semi-deserts of Central Asia, in arid steppes of Kazakhstan, in mountains of Caucasus and the Pamirs — the population density is still lower. Less than a person per square kilometre — such is the average denisty here. Yakutia-Sakha, the Chukot peninsula, Evenkia, Yamal and Taimyr peninsulas are the most thinly populated areas. For instance, the network of libraries of nine districts of Yakutia-Sakha where the cold pole is situated and the temperature falls up to 65 degrees Centigrade below zero makes up to 15 libraries with the total number of readers ranging from 1.000 to 5.000. In the Olenek district there are one district and four village libraries per five village Soviets. One library services, on the average, the territory of up to 68.000 square kilometres. The Andryushkino village library — the most far-off in Yakutia-Sakha — is situated at a distance of 3.540 km from the capital of the republic and at a distance of 350 km from a district centre and at a distance of 200 km from the nearest library.

The stocks of most of the libraries are in many languages; this in many respects is contributed to by the activity of over 200 publishing houses which issue books in more than 70 languages of the peoples of this country. Large libraries have also sufficiently varied collections of printed matter in languages of the peoples of many countries. They are formed both on the basis of the mutual book exchange with other states and the purchases with hard currency.

This factor meets the requirements of readers for literature printed in different languages. At present the overall library stock of this country reaches 6 billion copies, although there is a shortage of literature in some languages, primarily in languages of ethnic groups which have not national-state formations of their own due to the absence of the adequate printing facilities and the small scope of publishing activity.

Over 500.000 professional librarians of various nationalities work in libraries of the USSR. They provide relevant

services for over 220 million readers — representatives of all nations and nationalities of the USSR. Training of specialists of various nationalities who know two or more languages assumes particular acuteness, taking into account that republics impart the status of state languages to languages of native nations. In these conditions libraries become real centres of the mastery of various languages, of contacts between representatives of various peoples and the study of their history and traditions.

In fact, each of the existing libraries is designed for meeting definite social requirements for books and information, which conditions the specific features of their major functions in arranging stocks, in offering information and services to readers. However, there is no insurmountable border between the activity of various libraries due to the complexity and interconnection of diversified requirements for printed matter.

Modern libraries carry out their activity, being surrounded by millions of home libraries which concentrate up to 45 billion personal books in various languages. Sociological surveys show that today 92 families (out of 100) have home libraries. Besides, the number of titles of newspapers and magazines subscribed for personal purposes constantly grows, even despite the rise in prices for periodicals by 2-3 times.

The other specific feature of the activity of libraries is that they, as a rule, service a lot of readers living in a different national medium which is accounted for by the fact that more than 40 million of Russians and 20 other nationalities live outside their constituent republics and autonomous formations. In addition, representatives of many nations and nationalities live in various areas. For instance, representatives of over 60 peoples live in Kazakhstan, representatives of 40 peoples reside in Daghestan, etc. In these conditions the problems of the distribution of printed matter coming out in languages of all peoples of the USSR acquires great importance.

The system of the deposit copy of printed matter which is subdivided into paid and free is a guarantee of the accessability of literature in various languages. At present the paid deposit copy is obtained by 500 libraries of various regions and the free deposit copy is sent to 16 libraries, including the Lenin State Library, the M.E.Saltykov-Shchedrin State Public Library and other major libraries.

Bibliographic publications of the All-Union Book Chamber and 17 republican Book Chambers operating since the mid-1920s are traditional guides in the multi-language repertory of printed output. *Yezhegodnik Knigi* (Annual Guide of Books), *Knizhnaya Letopis* (Book Annals), *Letopis Gazetnykh Statei* (List of Newspaper Articles), *Letopis Zhurnalnykh Statei* (List of Magazine Articles), *Letopis Izoizdanii* (List of the Fine Arts Publications), *Letopis Retsenzii* (List of Reviews), *Kartographicheskaya Letopis* (Cartographic Annals) and *Bibliografiya Soviet Bibliografii* (Bibliography of Soviet Bibliography), as well as printed cards of the centralized cataloging, give, in combination, a comprehensive picture of all peblications appearing within the state boundaries of the USSR. The descriptions of all publications are given there in Russian, even if they are published in different languages. This enable readers of all republics, people of different nationalities to be in the know of the latest publications. The weekly *Knizhnoye Obozreniye* (Book Review) issued by the USSR State Committee for the Press and the All-Union "Kniga" (Book) Society serves the same purpose.

Similar organs of national bibliography of republican Book Chambers describe the printed output of their republics. The description are given in state languages of these republics. A definite contribution to information exchange of sources of culture of various republics is made by "Informkultura" at the Lenin State Library which regularly publishes such materials as *Bibliotechnoye Delo i Bibliografiya v SSSR* (Librarianship and Bibliography in the USSR) with the reflection of sources of literature in languages of the people of the USSR, *Informatsionnye Soobshcheniya ob Opyte Bibliotek Sovetskikh Respublik* (Information Reports on the Experience of Libraries of Soviet Republics), *Sborniki Obzornoi Informatsii po Aktualnym Problemam Bibliotechnogo Stroitelstva* (Bulletins of Review Information on Topical Problems of Librarianship) and others.

In all republics there is a sufficiently clear-cut interconncted system of national libraries with the Lenin State Library at the head. The LSL is the largest library in the world. During almost 130 years of its activity it has collected up to 40 millio books and other printed sources practically in the languages of all people of this country and many other countries. This enables it to service the absolute majority of queries for literature in many languages. In addition, the library prepares manuals for individual national literatures, on the creative activity of writers and cultural figures of various peoples. The LSL has a special subdivision which promptly processes materials and makes it possible to service readers with the literature in the languages of various nations and nationalities of the USSR.

The main libraries of individual republics are another level of national libraries. The libraries in Tallinn, Yerevan, Kishinev, Tbilisi, Kiev, Kazan, Tashkent and other capital cities are the oldest among these libraries. They have been existing since pre-revolutionary times when they were open as public libraries. In the indices of their work they play the dominant role in their regions, primarily as regards the overall volume of stocks and the service of readers. In their ramified structure they are multi-functional libraries which service, first of all, the cultural and humanitarian requirements of readers. They strive to shape the most complete repertories of the printed output of individual peoples and to make the accessible for all. Manuscript sources in the languages of these peoples are collected, as a rule, at specialized institutes of Academies of Sciences of Union republics and in state archives.

In the past few years many republican libraries have changed their status, proclaiming themselves national libraries. This way they have show their striving to raise the level of their activity in conformity with the requirements made of this type of libraries by international organizations, primarily the IFLA.

The change in the status of national libraries means greater independence in shaping their structures with due account of local conditions and traditions, the existing network of libraries. The obtaining of the deposit copy is a consolidating moment in these conditions and enables readers of all republics to get an access to multinational

Soviet books. The switch-over to bilateral and multilateral book exchange cannot naturally ensure such completeness of receiving new publications at the local level which exists now.

National libraries and Book Chambers of Union republics vigorously work on the creation of fundamental bibliographic aids of the diversified nature which show the whole variety of printed source in different languages. Such work is most efficient in Lithuania, Estonia, Kazakhstan, Kirghizia and Tatarstan. As for the series entry of Russian books, this task is fulfilled through joint efforts of major libraries which, in combination, have the most complete repertory of such publications. The union catalogue of Russian books of the 18th century has already been compiled. Since 1907 the bibliographic weekly *Knizhnaya Letopis* has been published. It records the entire new literature. The task consists in preparing fundamental bibliographic aids which would represent Russian publications from 1801 to 1906. The LSL has already prepared several millions of cards for this literature and the task is to publish a multivolume printed catalogue, apparenty, in no less than 100 volumes which is impossible without using modern means of automation.

The leading place in the library system for the multinational population belongs to 133,000 mass libraries whose readers make up more than half of the country's population. Since 1980 they have been united into 4,000 centralized library systems which has made it possible to expand the sphere of the linfluence of libraries and to meet more completely the population's requirements for books. The publication of the most popular books of Soviet and foreign authors (annually up to 100 titles) in a special series sent only to libraries for the goal-oriented acquisition of stocks contributes to a large extent to this. To service the rising generation over 10,000 children's and juvenile libraries have been set up in the USSR, including republican, territorial, regional and city libraries, as well as 144,000 school libraries. More than 40 million schoolchildren of all nationalities are readers of these libraries.

Today the task is set to mass libraries to actively contribute to the rise of the level of the knowledge of the population about major political, economic, international, legal, ecological and other problems which calls for the involvement of a large range of sources in various languages. The mass library should become an information-reference centre in the wide meaning of this word, should pay attention to the acquisition of the stocks of indices, encyclopaedias and bibliographic materials.

Scientific, technical and other special libraries are an inalienable part of servicing the multinational population. They are included into the state automated system of scientific and technical information headed by the All-Union Institute of Scientific and Technical Information (VINITI) which processes an enormous flow of documents on natural and engineering sciences.

The Library of the USSR Academy of Sciences in Leningrad, the Library for Natural Sciences of the USSR Academy of Sciences in Moscow and the Library of the Institute of Scientific Information on Social Sciences are the major ones in the system of academic libraries. Central academic libraries function in each of the republics among which there are such large libraries as the Ukrainian, Byelorussian, Azerbaijanian, Uzbek, Kazakh and other libraries. The ramified network of agricultural, medical and other special libraries functions too.

Stocks of educational libraries which other contain unique book collections are given at the disposal of students and instructors of 967 universities and other higher schools, as well as 4,500 secondary specialized educational establishments.

Librarians are trained in 17 Institutes of Culture, at 40 Teachers' Colleges and at 7 universities which are situated in all republics which contributes to the training of personnel representing all nationalities of this country.

The major aspects of the library service for the country's multinational population are contained in the concept of librarianship and the draft of the new Library Law. The implementation of these documents will make it possible to provide a single legal and normative base for developing various aspects of the activity of libraries, to determine the foundations of managing librarianship in new conditions of financing culture and the transition to market relation and to work out a single apporoach to the acquisition and use of stocks in the languages of all nations and nationalities of the Soviet Union.

The Main Activities of the Central Collector for Research Libraries

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The Central Collector for Research Libraries (CCRL) is a specialized book-trade enterpriese, which is a member of the All-Union associations «Soyuzkniga» under the State Committee of the USSR for Printing and Book Trade.

Created in accordance with the Decree of the USSR Government (August 23, 1931) on the provision of 50 major State book depositories with all publications, which are put out on the territory of the USSR, our Collector today serves 1325 research libraries, with these deals amounting to 11 million roubles annually.

Below the libraries are listed according to their departmental affiliation: Libraries of the USSR Ministry of Culture — 19;

- of trade-union organizations — 21;
- of the Ministry of Public Education — 266;
- research, technical and special libraries — 740;
- of different other ministries and departments — 107;

The unique (in our opinion) legal deposit system for libraries exists in the Soviet Union for over 200 years now.There are two types of the deposit copy: priced and free.

The free or sample copy system covers all types and forms of domestic printer matter. It is delivered at the expense of the State to the All-Union Book Chamber, which distributes it among 16 of its subscribers.

The priced deposit copy system represents a set of the most important publications in the filds of science ,informations and fiction, which are intended for priced centralized distribution among a central section of libraries in keeping with the special subject filds of their acquisition. The Central Collector for Research Libraries, the only one of its kind in the country, is responsible for this distribution. We serve 477 such libraries including republican, territorial, region, university, institute, specialized libraries, which service different branches and fields of national economy and science, libraries of the largest museums, creative unions, publishing houses, the Central Library for Sciense and Technology, and other information bodies.

The full set of the priced deposit copies 24.5 thous. printed items, annually amounting to 33 thous.roubles. Twenty research libraries receive this set.

In keeping with the last Decree of the USSR Council of Ministers (No. 1228, October 10, 1987), the priced deposit copy system is based on the obligatory delivery to the CCRL by all printing enterprises of the country of all new domestic publications. The number of copies is established according to the run and delivered at the expense of the enterprises. The Collector pays the appropriate enterprise 75% of the nominal value.

The priced deposit copy system covers books, pamphlets, almanacs, dictionaries, text-books with Russian and foreign text, albums, atlases, collections of standards, and serial publications, which are published with consecutive numbering — scientific papers, transactions, proceedings, etc.

The acquisition for the libraries is achieved on an extramural basis by highly qualified book experts, who act within the limits of the thematic plan of acqusition sent to us by the higher authorities.

The relations with each library are registered officially in an agreement.

Such an approach ensures the library a correct selection of literature, rational expenditure of money and makes it possible to avoid the cluttering up of library collections with duplicate and unnecessary copies.

The delivery of all post parcels with books throughout the entire territory of the Soviet Union was for sixty years paid by the Collector. At present, in connection with the development of market relations in the country, the question of indemnifying for at least a part of the expenses is being raised.

This is particularly important since recently we have added 178 libraries, located mainly in Siberia, Kazakhstan, Central Asia and the Soviet Far East, to our list of patrons.

The correction of disproportions, which existed in the regional distribution of priced deposid, negatively effected our income because our main expenses appreciably increased.

Along with the priced deposit copies, the Collector is engaged in the reception, registration and distribution of free specialized departmental literature. Annually we receive about a thousand titles and over 50 thous. copies of such publications.

In this way, the deposit copy system, while performing the functions of universal bibliographical control, State archivel storage, statistics of the press, serves as the main source of book provision of libraries, and the satisfaction of readers needs, which is in conditions of the long-standing shortage of paper and the poor polygraphic base of bookprinting, particularly important.

Yet another cardinal line of our activity is the acquisition for 848 research libraries of Moscow and the Moscow

Region. The work with these libraries is organized in the following way.

1. Groups of acquisition by the thematic attribute have been established.

2. The direct method of acquisition, when librarians visit their acquisition groups once a week.

3. The study of the libraries' demands for books.

This activity of the Collector has its own speciric festures, stipulated by the multi-plane, universal or narrow, specilized character of libraries.

The study of demand is supported by the following activities: the close examination of thematic plans of publishing houses and other information materials concerned with the issue of books; the gathering and analysis of data of the preliminary order; the advertising of books through general and thematic surveys; the organization of meetings with auothrs of books and workers of publishing-houses; lectures and talks about new developments in science, technology, art, literature, librarianship; the discussion of thematic planc of publishing-houses, questionnaire; the analysis of the «readability» of certain books; the organization of permanent and short-term book displays, devoted to the jubilees of writers, poets, prominent public figures, outstanding events, etc.

4. The maintenance of different card catalogs, the offering of methodological advice and recommendations on questions of acquisition.

In this connection, we should mention that we have developee a system of the automated catalog, based on a mini-computer. This system makes it possible for employees of the Collector or a library, to receive the information they need about any book, author, publishing-house, etc.

However, today we still answer these questions directly, when speaking with the person, who asked the question, or by telephone.

5. Distribution of books according to orders of libraries, the reception of these books from the storehouses of «Soyuzkniga» and the writing out of accompanying documents. This work is also performed with the help of the computer.

6. Delivery of books to libraries (if they want this kind of service) for a small sum, by the Collector's transport facilities.

7. Control of books, which were not put out by publishing-houses the generalization of unsatisfied demands and the delivery of these materials to «Soyuzkniga» or the appropriate publishing-house.

8. The holding of classes for employees of other library collectors of the coutry since our Collector is the basic agency in the field. There are, all in all 176 library collectors in the country; they are located in different regions.

9. We offer an additional service — we order and receive for the libraries of Moscow publications of East-European countries and books of regional publishing-houses of the USSR. Previously we dealt only with books put out by central publishing-houses (mostly those located in Moscow and Leningrad. Unfortunately, owing to lack of freely convertible currency, we cannot directly buy literature on the international book market.

10. We order and conclude contracts with cooperatives, joint ventures and individual publishers on the purchase of the books they produce, and in this way promote the extension and fullness of the libraries' book repertoire.

11. We sell to our patron libraries different items of library technology (26 models); our sales annually amount to 200 thous. roubles.

12. We also engage in centralized processing of books (in our printing-shop we print bibliographical cards, we sell book pockets, inserts and many other things).

Unfortunately, in current conditions of perestroika of economic relations and lack of experience in establishing market relations, we note a tendency for the worsening of the far from satisfactory situating today in the field of book-publishing and book distribution in the USSR. The sharp increase of prices of books and the lack of State protection will inevitably lead to the reduction of publications coming into the libraries and, in the long run, to the

impoverishing of the spiritual, cultural and scientific potentials of society.

The new law of the USSR «On book-publishing», the alternative drafts of which are at present being widely discussed by book specialists and the community, will to some extent help to solve these problems.

The specialists of the Central Collector for Research Libraries, despite many difficulties, do everything possible in the way of developing and improving their services connected with the acquisition of the research libraries of the country.

Mobile Library Services for the Nations of the USSR Extreme North

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The term "mobile library services" appeared in the Soviet librarianship in the 1920s, but it's meaning has since remained unaltered, namely — providing library services for residents disadvantaged in terms of access to books.

The classical form of a mobile library here is a small-size (holding no more than 50 to 300 books) permanent and usually general collection serving a special group of users for a more or less durable period of time.

To meat this goal, a static (main) library selects from it's basic stock or develops a separate mobile unit holding up to 15 per cent of the basic stock.

The majority of main libraries, however, do not maintain permanent mobile units, polling materials from their basic stock by small quantities at a time and including their circulation in total figures. It should be mentioned here that the static library net is designed on geographical principles, by administrative boundaries. Thus main libraries of local administrative centres are each responsible for a certain number of static branch libraries in areas with no less than 150 residents.

At present mobile library services in our country involve the following types:

– the mobile unit operated by voluntary staff. For this purpose, static libraries lend books and periodicals sets to organisations, enterprises, farms and teams. The procedure is based on a model agrecment for the establishment of mobile library services. Specifying the responsibilities of the borrowing institution and the lending library. The borrowing institution chooses a volunteer worker to operate the service and maintain conditions for the safety of the materials and provision of aporopriate services. The lending library is, in it's turn responsible for acquisition and regular exchange of the resources, as for providing orientation programmes for the volunteer staff. Lending of materials is free of change, but organisations and institutions are encouraged to allocate funds for replenishing the stock of the lending static library;

– the static library service point operated by qualified librarian on the staff of the establishing static library. Establishing of the service points demands available premises and sufficient number of potential uses (no less than 100). Visitors are served with materials from the service point stock. The collections are of a general character, the holdings — no less than five copies per user. The stock should be exchanged at least within four months period. Services here are identical to those in a loan division of a static library.

– the housebound delivery is a type of mobile library services where materials from a static library are brought to the homes of phisically handicapped (disabled or elderly) users. This type of services is usually operated by volunteers of the static library users.

– the team subscription presents a micro-library selected from the stock of a static library for a specific team of workers, reflecting their reading needs. Responsibility for the safety of the library materials rests with the whole team. One of the workers, a booklover, sufficiently popular with the team, maintains contacts with the static library, is sues the materials to members of the team and supervises exchange within the team. The period of loan for each user may be determined by collective agreement and is usually 8 to 10 days. The whole micro-library is exchanged within two months period with the static library stock.

– the book-mobile in the Soviet Union employs buses of the "Kuban", "Kubanets" and "UAZ" types. They are not fitted with any library equipment or shelving. Book-mobile services are included in the budgets of main libraries of an integrated library system and the drivers are on the staff of the main libraries. As a rule, a book-mobile in an integrated library system serves several functions, mainly providing services for resident or working users. But in addition, book-mobiles participate in the exchange of materials in mobile units, deliveries of recent acquisitions from the main library acquisition and processing service to other units of the library system, as well as of furniture and equipment to branch libraries.

The "Kuban" type carrying capacity is approximately 500 books, exchanged within three months period. As the bus is not fitted for library services, the resources are stocked on separate shelvings in main libraries. Prior to each itinerary they are placed in the book-mobile, in definite order and system, on convertible shelves, shelvings, or boxes. Services for users are provided by a librarian on the staff of the main library.

Choice of the type of mobile library services is determined by local factors and the needs of the residents.

The nations of the North in the Soviet Union populate the Yakut-Sakha Autonomous Republic, the Krasnoyarsk, Maritime and Khabarov territories, the Amur, Archangel, Irkutsk, Kamchatka, Magadan, Sakhalin and Tyumen regions. Library services there, in accordance with the system functioning in our country, are provided by

general public libraries under the Ministry of Culture of the RSFSR, integrated in a library system. Territories populated by the nations of the North are serviced by 397 general public libraries, with the majority operating in rural areas. The highly dispersed population, considerable amount of small and season settlements, and several thousands of nomadic communities mostly occupied in reindeer-breeding, represent the principal characteristics of the vast areas of the Extreme North and Far Last. Contemporary economic activities of the nations of the North are based on utilization of plant and animal resources of the tundra, taiga and coastal waters. The native population mainly pursues the traditional occupations of reindeer-breeding, hunting, fishing, trapping, fur breeding or animal husbandry. Only a minor part works in edication, culture, health services, catering and trade (approximately 5 to 8 per cent). About 10 per cent of native residents in the Extreme North are occupied in domestic crafts-ivory carving, fur dressing, manufacture of ethnic souvenirs.

Occupational factors determine the reading interests, fiction, studies of local lore and the arts being the most populat subject areas. Surveys of the reading habits have shown that 80 per cent of the population are recreational readers. Fiction is there fore the mainstay of mobile units (60 to 70 per cent). Local librarians place considerable emphasis on acquisition and promoting of resources in the languages of native ethnic groups, but both their share in the library stocks (tenths of per cent) and the demands are very low.

This can be accounted for by the facts that the native population is not familiar with their native languages, that the language of literature is very hard to comprehend, being extremely far from the spoken forms, as well as by the librarians inadeguacy to the task of promoting the native literature, being rarely familiar with native languages — as, for instance, in the Magadan region where there are only 22 natives among the 360 librarians.

The severe climate and isolated communities (distanced at 500 to 1000 kms from each other), a large number of season settlements — all these factors have contributed to the priority, as compared to other areas in the country, given to the development of mobile library services, and the close interrelation of occupation and the way of life, thus determining the occupational orientation of the services.

The largest population group comprise reindeer-breeders roaming the tundra for 9 to 10 months a year deprived of access to a static library. A reindeer-breeding team works far from major residential areas. The extreme climatic and natural conditions and the few contemporary protecting facilities contribute to the hard living and working conditions. A reindeer-breeder, almost continuously following his flock, can hardly expect the normal working conditions of oivilized society, as regular working hours or holidays. The unbreakable everyday toil of providing for everyday needs, of assembling and dismantling the housing facilities, does not allow for differentiation between working hours and leisure time. The majority of reindeer-breeders live in skin-, bark- or canvas tents, without any conveniences. They are, however, very fond of reading, and local librarians are doing their best to assist them. Mobile library services for reindeer-breeders are operated in two trends:

1) selection from static library stocks of mobile units and their delivery to teams and groups of reindeer-breeders;
2) team subscriptions.

Mobile units for the teams are selected by the ctatic library staff responsible for the service. The principal obstacle here lies in delivery to the tundra, as access there can only be gained in cross-country vehicles (and even this is sometimes impossible) or by air. Renting air transport is impractical, as the costs of a MI-4 helicopter amount to over 700 roubles per hour, which no library can afford. So as often as not a librarian has to make use of any opportunity offered, such as mail helicopters operating more or less regular flights or medical staff going to the tundra on systematic prophylastic inspections.

Fishing is among traditional occupations of the nations of the North. Contemporary fishing is accompanied by processing and breeding to preserve and develop the fish stock. The native population is occupied in coastal or river fishing. Unlike reindeer-breeders they are permanent residents of a village or settlement and only leave their homes for the fishing season. Some of them are engaged in fishing proper, others work in processing or refrigerating units. The fishing season lasts three to four months, a static library establishes mobile services for the period. This involves the socalled season library service points in immediate fishing are as, or book-mobile services in the sites accessible to road transport. Sometimes, delivery of materials from a static library could be accomplished by boats or launches owned by fishing collective or state farms. In such cases the librarian delivering the books is taken passenger.

Hunters are likewise serviced by mobile library facilities, although they probably comprises the most intricate category of users, as the hunting season usually lasts from September to May. For this period a hunter goes to the taiga (or tundra) alone or, less frequently, by two or three, and only returns to the village or settlement for short visits, to replenish his food supoly. He works all through the light hours and covers up to 30 or 50 kms a day skiing, checking his traps and Hunting the polar fox, squirrel, sable or fox. Hunters sleep in hunting huts dispersed all over the taiga, at a distance up to 80 or 100 kms from each other. Each hunter usually has his own hunting area in taiga and his appropriate hunting hut. Several hunters sometimes meet in a hut, and then go away to their areas. The hut contains every facility for cooking, sleeping and resting. It would not, however, be feasible to establish mobile library services here, as access is only possible by skiing, which demands considerable training. So static libraries have developed another procedure — each hunter going to the taiga for the long winter season is lent two, at maximum — three books. When a group meets in a hunting hut — and the rendez-vous is agreed upon in advance — the books are exchanged. The static libraries keep the hunters cards in separate files, as — first — loan periods here are long (up to 6 or 7 months) and — second — sometimes the hunters return not the books they have borrowed, but those exchanged in the taiga.

The total of library service points operating in the areas of the Extreme North amounts to 3 thousand, the average percentage of readers using mobile libraries being 20 per cent. At the same time, specific local conditions determine the use of tpansport facilities exclusively for materials delivery. Moreover, 70 per cent of integrated library systems have no transport whatever and deliver their materials by a passing transport which, besides being an additional complication, deprives a trained librarian of opportunity of personal interaction with users. Another still unsolved problem for all mobile library services is the safety of materials.

Agreements between state farms and libraries on the establishment of library points in teams often appear as responsibilities for the libraries only, and the articles on the safety are, for all practical purposes, never observed. Loss of books from team subscriptions are part of the reasons for unsatisfactory provision of library services for reindeer-breeders.

For instance, in the Magadan region, the average return of books from teams comprises 5 to 15 per cent, with very rare 25 per cent. Often the books are not fit for further use. Every three years the losses amount to over 10 thousand, which equals a stock figure of an average village library. This is usually accounted for by severe living conditions of season workers in the Extreme North. Main libraries, therefore, include in the agreements a certain financial provision for "the supporting of mobile collections as an attempt at compensating potential losses.

The development and funding of mobile library services for the nations of the North are among responsibilities of state libraries, but although the problems here are of long standing and characteristic for library services in general — as rack of transport and equipment, and poor conditions for the safety of materials — there exist problems where information is still unavailable, as costs for rented vehicles, costs of fuel and oil for library-owned transport and stock replacement funds. The figures, however, would assist in determining the most feasible types of services, with the determinant factors in estimating the efficiency of library services being the fullest possible response to the needs of users and equal opportunuties of access to library collections for every user, irrespective of the place of residence or national affiliation.